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ABSTRACT

Established in 1977, the Pacific Circle Consortium is a group of national-level educational research and development agencies from the Organization for Economic Cooperation and Development (OECD) Pacific region countries engaged in cooperative projects intended to improve international understanding and relations. From 1977 to 1980 the Consortium undertook interchange activities and cooperative curriculum development projects focusing on the Pacific region. The interchange activities were of an exchange nature and consisted of meetings, exchange of materials, staff visits, and newsletters. The curriculum development projects produced a variety of teaching/learning materials for secondary students in the social, environmental, and human sciences. Examples of topics include harvesting food resources of the ocean, trade and interdependence in the Pacific, the wise use of ocean resources, ethnic and race relations, and aboriginal studies. Dissemination of the curriculum materials remains largely an individual institutional activity. A discussion of overall Consortium achievements and phase 2 activities conclude the report. Appendices contain a glossary of terms and names of participants in the meetings. (RM)

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REPORT TO OECD/CERI POLICY GROUP FROM PACIFIC CIRCLE CONSORTIUM ON PHASE I ACTIVITIES 1977 - 1980*

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Helen Connell and Marguerite Wells
Curriculum Development Centre
Australia
March, 1981

SP 019 386

* This Report is based on interviews and written information from all participating institutions. It is to be read in conjunction with the 1980 report to CERI on the establishment, structure and functioning of the Consortium, prepared for CERI by Dr Stephen Kemmis.

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PREFACE

The Pacific Circle Consortium is a group of national level educational research and development agencies from OECD Pacific Rim countries. Established in 1977, the Consortium is a low cost means whereby member institutions engage in cooperative projects, exchange materials and personnel and use each other's national networks and dissemination systems for bringing about improved international understanding and relationships.

In 1980, OECD/CERI invited the Curriculum Development Centre to prepare a report on the manner in which the Consortium had defined and carried out work programs during the first phase of its operation (1977-1980). The report was to be complementary to the earlier study, commissioned by CERI, of the establishment and operation of the Consortium model (written by Dr Stephen Kemmis of Deakin University and issued early in 1980).

The present report, which has been written by Helen Connell and Marguerite Wells, is a contribution to the assessment of the achievements and effectiveness of the Consortium and a means whereby the scope and limitations of the Phase 1 work program may be considered.

It must be emphasised that the projects initiated during Phase 1 have in several cases yet to be completed, that products from these will be forthcoming during 1981 and 1982 and that much remains to be done in disseminating and implementing the findings of the first phase of the Consortium and resources developed during that period. This activity is expected to continue concurrently with the establishment of Phase 2 projects in which several Consortium institutions are now vigorously engaged.

Readers of this Report will find evidence of a very substantial array of classroom materials in preparation for use by schools and other educational agencies in member countries, curriculum designs and change strategies, working papers, reviews, bibliographies and other resources to assist educators in improving international understanding in and about the Pacific region. That the Consortium sees merit in continuing to a second phase, extending the scope of its activities and its membership, is further indication of the value the participating institutions see in the Pacific Circle concept and its applications.

The present report does not ignore the difficulties experienced in establishing and maintaining Pacific Circle project and interchange activities but it draws attention to them in relation to the successful outcomes of Phase 1.

The Pacific Circle Project has been extensively documented (see Bibliography of this Report). From this documentation, including the two comprehensive evaluation studies, and the experience of member institutions, it is now possible for the Circle members, CERI Governing Board members and Secretariat and wider audiences to make their own informed assessments. These will relate not only to the Circle itself but also to the implications of its experience for other cooperative international educational development projects that may be undertaken in the future.

Malcolm Skilbeck

MALCOLM SKILBECK
Foundation Chairman, Pacific Circle Consortium
1977-1980

1.0 Establishment of Pacific Circle Consortium

In 1975 the Australian Curriculum Development Centre, the Australian Commonwealth Department of Education and the OECD's Centre for Educational Research and Innovation (CERI) jointly sponsored a conference in Canberra on curriculum development. Dr Malcolm Skilbeck (Director of the newly formed Australian CDC) attended and discussed with Mr David Thomas of the CERI Secretariat the need for a mechanism to allow increased participation in CERI activities among Pacific rim members of OECD, as CERI, based in Paris, had its major work concentrated in Europe. A proposal for a Pacific Circle regional activity was announced by Mr Ron Gass, Director of CERI, in Paris on 25 November 1975.

In May 1977, the CERI Governing Board created a Pacific Circle "Policy Group" comprising the Governing Board members or their representatives, from the five Pacific rim members of OECD - Australia, Canada, Japan, New Zealand and the USA.

In 1976, with the support of CERI, Dr Skilbeck visited several United States institutions and established links with possible participants. Contacts within Japan had been made by Dr Skilbeck, Mr Thomas and Dr Maxwell (CERI secretariat) at previous CERI meetings, and with New Zealand through the Director-General of the Department of Education, Mr Bill Renwick.

In November 1976, following these discussions, Dr Skilbeck circulated to potential participants, a paper sketching the form of a Pacific Circle activity "intended essentially to be a co-operative work program built upon the shared interests of a small number of institutions." (Pacific Circle, 1976, p.1.) The activity was to draw together, in the first instance, institutions from the five OECD/CERI countries from the Pacific Basin.

The overall aims outlined for the activity were, in summary, to:

a) organise a working educational consortium

b) undertake curriculum development tasks

c) enable assessment of the Consortium model and its program of work after a trial period

d) enable extension beyond this trial period "if countries wish this"

e) work on a low capital outlay basis

f) exchange materials, keeping visits to a minimum

g) operate on an exchange and banking basis by which all members contribute from a position of equality and draw according to need

h) promote intercultural awareness and understanding and assess the feasibility of a co-operative approach to the design and use of school materials relating to intercultural education.

The paper also outlined, as a two year feasibility study, a possible initial project, envisaging the development, exchange, utilisation and evaluation of curriculum materials and processes in the field of intercultural awareness and understanding. This was to be seen as a sample of the kind of work the consortium might undertake, and it was also consistent with CERI's priorities in the areas of innovation and curriculum.

Interest aroused by this preliminary paper and the previous informal discussions about the Pacific Circle concept led to the participation, at the first Pacific Circle Annual Meeting in March 1977, of representatives of five institutions and two national CERI boards, from the five OECD Pacific countries. The Consortium was established at this meeting and subsequently endorsed as an activity of CERI.

Membership of the Consortium established at the First Annual Meeting remained stable during the course of the Circle's initial period. Member institutions participating in the first phase of the work program (1977-1980) were:*

Australia - Curriculum Development Centre (CDC) - Federal government statutory authority

Japan - National Institute for Educational Research (NIER) - Central government authority

New Zealand - Department of Education (NZDE) - National department of state

USA - Curriculum Research and Development Group (CRDG) of the University of Hawaii - Research and development unit forming part of University College of Education

- East-West Center/Culture Learning Institute (EWC/CLI) - institute of US Congress-funded body

- Northwest Regional Educational Laboratory (NWREL) - private non-profit organisation

From the outset, it was agreed that the Consortium be regarded as exploratory in nature. Its first program of work was to be subject to review prior to any decision about future activities. The First Annual Meeting in Honolulu envisaged a two year feasibility study. The June 1977 meeting of the CERI policy group effectively extended

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* The National Institute of Education (N.I.E.), Washington DC, USA, was represented at the Second Annual Meeting in Tokyo (1978). Although not participating in the Phase I activities of the Pacific Circle, the N.I.E. retains membership of the Consortium.

this trial period for a year by stating "The project would continue from the present (1977) until late 1979 or early 1980". In the event, the trial period and the development and interchange activities undertaken then - which became known as Phase I - ran from the First Annual Pacific Circle Meeting in March 1977 to the Fourth Meeting in Christchurch, New Zealand in November 1980. The Second Annual Meeting was held in Tokyo (April 1978) and the Third Annual Meeting was held in Sydney/Canberra (September 1979).

The present paper reviews the work program of the Consortium during Phase I. A separate report (CERI, 1980) has reviewed the development of the Consortium model, noting the establishment of three inter-related groups: the consortium of participating OECD countries (CERI board members of the five OECD Pacific countries); the consortium of institutions (representatives of participating institutions); the consortium of development teams (people working on the institutional development programs for the Pacific Circle).

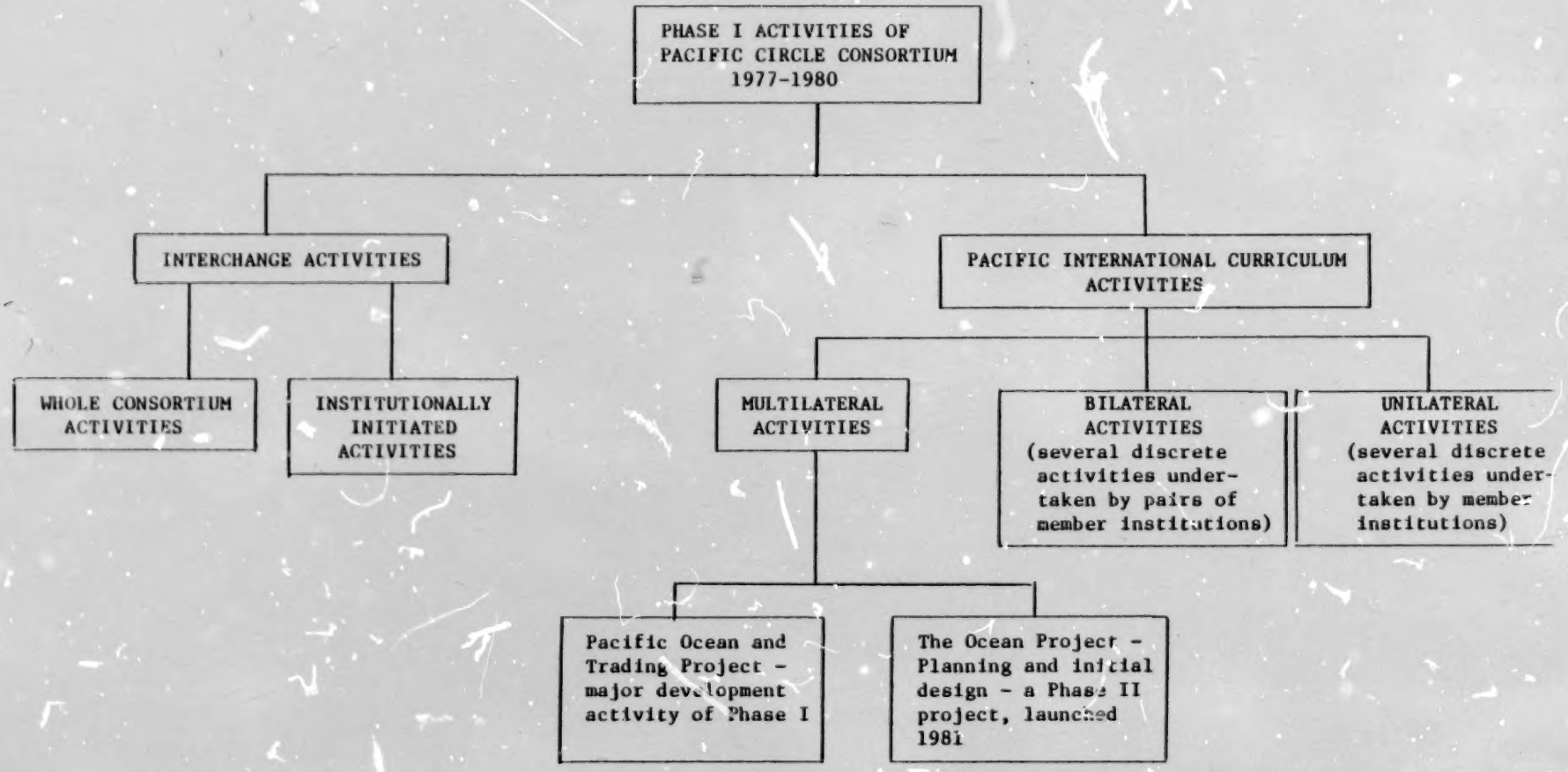
Work undertaken by the Consortium in designing and preparing Phase II activities, to take effect after January 1981, are briefly referred to in the present report. They will be the subject of detailed treatment in later papers.

2.0 Defining Phase I Activities of Pacific Circle Consortium

Two basic purposes underlay all the preliminary discussions of the Pacific Circle: "first, the intention that a program of interchange and co-operation between the five Pacific perimeter countries who are members of OECD be actively canvassed; and second, that a specific educational development project focusing on some matters of common concern and interest to these Pacific perimeter countries should be embarked upon, provided sufficient support were forthcoming from institutions within the countries concerned." (Pacific Circle, 1977a, p.1.)

The First Annual Meeting agreed to undertake a work program within the broad theme of cultural interaction between and among the nations of the Pacific region, which each felt was a significant focus for their institution and which this consortium was well placed to work on. From this initial set of agreements emerged the two major components of Phase I: a range of interchange activities; and a set of curriculum materials and process development activities focusing on cultural interaction between and amongst the nations of the Pacific. Figure 1 shows the major elements of the work program. Although a number of other activities were discussed as suitable for the Consortium to undertake (such as activities in teacher education, or with administrators and inspectors) it was agreed that Phase I activities should be limited, and that Phase II - should this eventuate - might see considerable diversification of Consortium activities.

FIGURE 1 : MAJOR PHASE 1 ACTIVITIES - PACIFIC CIRCLE CONSORTIUM


PHASE I ACTIVITIES OF PACIFIC CIRCLE CONSORTIUM 1977-1980
INTERCHANGE ACTIVITIES
PACIFIC INTERNATIONAL CURRICULUM ACTIVITIES
WHOLE CONSORTIUM ACTIVITIES
INSTITUTIONALLY INITIATED ACTIVITIES
MULTILATERAL ACTIVITIES
BILATERAL ACTIVITIES (several discrete activities undertaken by pairs of member institutions)
UNILATERAL ACTIVITIES (several discrete activities undertaken by member institutions)
Pacific Ocean and Trading Project - major development activity of Phase I
The Ocean Project - Planning and initial design - a Phase II project, launched 1981

An early joint planning document of the Circle identified the scope of the Circle as "very loosely ... including all activities which could benefit from exchanges between any two or more institutions in the Circle." This point was reaffirmed at the Second Meeting and again was formalised at the Third Meeting where it was decided that "... in addition to existing Consortium activities - both current and planned - other projects initiated by institutions individually or in partnership can be proposed to the Executive of the Consortium for acceptance as Consortium activity. These institutional initiatives may be unilateral, bilateral or multilateral" (Pacific Circle, 1979a, p.23).

In discussing Phase I activities in this paper, we are using a framework which became explicit only at the Fourth Annual Meeting. It is essentially a retrospective framework in that it takes the process and material products of Phase I as the component units and relates them to each other in the patterns which had emerged or evolved by the end of Phase I. This retrospective perspective is not intended to gloss over the many ragged edges and exploratory dead ends which seem characteristic of any developmental work - those are adequately documented in the various institutional reports. This perspective is chosen because this report aims to map out and assess the major achievements of Phase I activity - seen as a common enterprise jointly undertaken by six institutions in four countries.

3.0 Interchange Activities - Phase I

Interchange activities are described as those activities of an exchange nature which have been undertaken by members of the Consortium and between institutions of the Consortium with the intent of fostering constructive relationships between and amongst people and nations of the Pacific. They include meetings, exchange of materials, staff visits and attachments, newsletters etc.

The interchange activities of the Consortium effectively constitute the staple of membership. While it has been acknowledged at both the Third and Fourth Meetings that all member institutions need not necessarily be involved in all the Consortium's curriculum development activities, it was expected that all member institutions participate in the Consortium's interchange activities. These, in effect, were seen as the necessary basis for collaborative program activities.

Phase I interchange activities comprised both processes and products, and were, broadly speaking, of two sorts. Whole Consortium interchange activities were those in which all member institutions participated or were represented. They were organised and articulated through the Consortium Executive on behalf of the Consortium and focused on matters of concern to all members. Whole Consortium interchange activities have included: annual meetings, extraordinary general meetings, Consortium executive meetings, Peacesat (satellite) meetings, Newsletters, meetings with CERI Secretariat (see Figure 2).

Institutionally initiated interchange activities were those activities undertaken at the instigation of individual institutions on their own

FIGURE 2 : EXCHANGE ACTIVITIES OF THE CONSORTIUM - PHASE I

A. WHOLE CONSORTIUM EXCHANGE ACTIVITIES

ACTIVITIES	FUNCTION	WRITTEN PRODUCTS
1. Annual Meetings	Forum for exchange of ideas and experiences, planning joint work and reviewing existing work program	
a) First Annual Meeting, Hawaii, 8-11 March, 1977 (CRDG host)		Report of First Annual Meeting, papers tabled by NIER, CDC
b) Second Annual Meeting, Tokyo, 19-27 April, 1978 (NIER host)		Report of Second Annual Meeting, papers tabled included institutional reports and synthesis report
c) Third Annual Meeting, Sydney/Canberra, 24-28 September, 1979 (CDC host)		Report of Third Annual Meeting, papers tabled included institutional reports and further papers as listed in Report
d) Fourth Annual Meeting, Christchurch 2-7 November, 1980 (NZDE host)		Report of Fourth Annual Meeting, papers tabled included institutional reports and further papers as listed in Report
2. Extraordinary General Meetings	Special purpose meetings, on ad hoc basis	
a) Hawaii, 1-10 January, 1979 (EWC/CLI host)	To participate in planning EWC/CLI program on Transcultural/Transnational learning, and planning session for Circle common work program	Report of Meeting
3. Consortium Executive Meetings	To discuss Consortium concerns as necessary between Annual Meetings	
a) New York, 10 April, 1980 (Dr Skilbeck, Dr Fish)		
b) Hawaii, 18 April, 1980 (Dr Skilbeck, Dr Bickley)		

FIGURE 2, p.2 : EXCHANGE ACTIVITIES OF THE CONSORTIUM - PHASE I / A. Whole Consortium Exchange Activities

ACTIVITIES	FUNCTION	WRITTEN PRODUCTS
4. Peacesat Meetings a) 2 June, 1977 (CRDG, NWREL, CDC, EWC/CLI) b) October, 1978 (CRDG, NWREL, CDC, EWC/CLI, NZDE)	1 hour satellite voice link-ups, to provide direct contact between Annual Meetings	Summary Report
5. Newsletters	To exchange information and ideas on institutional work programs, and other activities of institutions	16 May, 1977 May, 1977 August, 1977 17 November, 1977 December, 1977 February, 1978 April, 1979 July, 1979 August, 1979 June, 1980
6. Communication from Chairman on specific issues In 1978-79, CERI funded support staff 5 hours a week for Chairman	To provide information flow as needed between meetings on items of Consortium-wide concern and not covered by newsletter	Periodic letters
7. Meetings with CERI Secretariat a) Dr Skilbeck, May 1977 March 1979 October 1980 b) Dr Brownell, May 1979 c) Dr Fish, May, 1977	To maintain two way flow of information between CERI Secretariat and Consortium members	

FIGURE 2, p.3 : EXCHANGE ACTIVITIES OF THE CONSORTIUM - PHASE I

B. INSTITUTIONALLY INITIATED ACTIVITIES

ACTIVITIES	FUNCTION	WRITTEN PRODUCTS
1. Project Profiles	To communicate brief standardised information on institutional projects (adapted existing CDC project profile format to Circle needs)	CDC - 71 profiles in December 1980 CRDG - 33 profiles in late 1979 NWREL - 9 profiles in early 1980
2. Materials Exchange a) 1977-78 each institution to exchange small number discrete items of teaching/learning materials CDC - 12 items CCMG (Canada) - 8 items NZDE - 14 items CRDG - 35 items NWREL - 12 items b) Beginning 1979, each member to bring collection recent materials for display at Annual Meetings and leave with host institution c) Continuing ad hoc exchange on bilateral basis	To exchange selected published teaching/learning materials relating to Circle goals from member countries to familiarise with existing teaching/learning practice in member countries	Catalogue of exchange materials held by CDC using agreed standardised descriptions 1979
3. Inter-Institutional Visits (other than to Annual Meetings) a) Australia - CDC staff visits Dr Skilbeck to NIER, March-April 1978 (Circle activities) Dr Skilbeck to NZDE, October 1979 (curriculum practices) Dr Skilbeck to CRDG,EVC/CIT,NWREL, April 1980 (Circle activities)	To establish professional and personal links between staff members of institutions over a broad range of institutional concerns	Various reports

FIGURE 2, p.4 : EXCHANGE ACTIVITIES OF THE CONSORTIUM - PHASE I / B. Institutionally Initiated Activities

ACTIVITIES	FUNCTION	WRITTEN PRODUCTS
a) Australia - CDC staff visits (contd) Ms Stone to NWREL, April 1979 (library services)		
Mr Maher to CRDG, EWC/CLI, June 1980 (administrative practices)		
Dr. Rawlinson to CRDG, EWC/CLI, July 1979 (Circle activities)		
b) Australia - Deakin University staff Visits (Prospective member)		
Mr.van Heeswyk to CDC, January 1980 (Circle activities)		
Dr. Kemmis to CDC, June & October 1980 (Circle activities)		
c) Canada - UBC staff visits (prospective member)		
Professor McWhannel to CDC, June 1980 (Circle activities)		
d) Japan - NIER staff visits		
Mr. Sasoaka to CDC, April 1979 (organisational structure)		
e) New Zealand - NZDE staff visits		
Mr. Young to CDC, October 1980 (Circle activities)		
f) U.S.A. - CRDG staff visits		
Dr. Rodgers to CDC, July 1977 (language development)		
g) U.S.A. - EWC/CLI staff visits		
Dr. Wilson to CDC, June, 1980 (Circle activities)		

FIGURE 2, p.5 : EXCHANGE ACTIVITIES OF THE CONSORTIUM - PHASE I / B. Institutionally Initiated Activities

ACTIVITIES	FUNCTION	WRITTEN PRODUCTS
U.S.A. - EWC/CLI staff visits (cont.) Dr. Bickley to CDC, NIER, NZDE, NWREL, June, 1980 (Circle activities)		
h) USA - NWREL staff visits		
Dr Fish to CDC & Deakin Univ., October 1980 (planning networking and regional study for 1981)		
Dr. Worthen to CDC, 1978 (evaluation-visiting Australia for AARE conference)		
4. Staff Attachments	To establish professional and personal links and opportunities to exchange experiences between staff members of institutions over a broad range of institutional concerns through extended periods of work by staff with another member organisation	Various reports
a) Australia - CDC staff attachments		
Mr. Maher to NWREL, 2 weeks, June 1980 (program planning & budgeting)		
Ms Wells to NIER, 6 months planned April - September 1981 (various Circle activities)		
b) Japan - NIER staff attachments		
Mr. Fukuoka to CRDG, 2 weeks (Pacific Ocean & Trading Project)		
c) USA - NWREL staff attachment		
Dr. Fish to CDC, 3 months planned March - May 1981 (networking & regional study)		
5. Dissemination Plans	To provide opportunity for better access in member countries to processes and materials from member institutions	
a) Discussions on NWREL acting as agent for CDC publications and vice versa, Mr. Maher, June 1980		

FIGURE 2, p.6 : EXCHANGE ACTIVITIES OF THE CONSORTIUM - PHASE I / B. Institutionally Initiated Activities

ACTIVITIES	FUNCTION	WRITTEN PRODUCTS
Dissemination Plans (contd) b) NZDE to become CDC agent in New Zealand from 1980 for selected products and vice versa c) Joint dissemination of NWREL/CDC joint publication in 1981/2		
6. Information and service exchange Small range of service activities of bilateral nature, at instigation of individual members (not separately recorded by members)	To provide variety of mutual services between members in support of general curriculum research, development and innovation activities	Discussion paper presented to First Annual Meeting listing 15 possible services. Elaborated paper presented to Third Annual Meeting (both by Rodgers, CDC)

behalf, and might be bilateral or multilateral in character. There was no Consortium-wide organisation or planning for undertaking these activities, although their nature was identified at Consortium meetings, categories of such activities were drawn up, and the meetings often provided a forum for arranging them. The ethos of the Consortium actively supported involvement by each institution in a wide range of institutionally initiated activities. Institutionally initiated interchange activities have included: materials exchange, project profiles, inter-institutional visits, staff attachments (see Figure 2).

Phase I interchange activities covered a broad scope which enabled and encouraged institutional staff members not directly involved in Pacific International Curriculum work to establish both professional and personal links with staff and activities of other institutions of particular interest and concern to themselves. Thus Phase I saw a very promising basis established for a growing network of broadly based contacts between institutions, articulated and stimulated through the Pacific Circle. This is well illustrated by the growth in the frequency and diversity of the institutionally initiated activities towards the end of Phase I, building on the foundation of whole consortium exchange activities which were the vehicle for opening up the communication channels. The whole consortium activities also provide the continuing framework through which institutionally initiated activities can be organised.

From discussion with members, there seem to have been three major areas on which interchange activities have made impact:

a) those individuals most closely involved, both professionally and personally

b) a number of activities of the organisations. This was enhanced by the fact that the Circle has achieved a high measure of involvement of people with executive responsibilities in member organisations, and who were therefore able to commit those organisations to specified activities. Support for institution-wide involvement has been voiced not only by participants at Annual Meetings. The governing board of the CDC, for example, in 1979 indicated its support for Centre-wide participation in the Circle.

c) to a lesser extent, at this stage, and less systematically and directly, the organisations' client groups. Involvement of these groups in interchange activities seems generally to have been through the institutional development teams involved in Pacific International Curriculum activities.

4.0 Pacific International Curriculum Activities - Phase I

The major proposal from the First Annual Pacific Circle meeting was to undertake "a co-operative curriculum development project involving both materials and teacher-learning processes." A number of features

for the activity were decided at that time but detailed designing of a project was to be completed after the conference. As this project was to be the two-year feasibility activity for the Pacific Circle, it seems fair to say that at the Hawaii meeting, most members envisaged a relatively modest, compact and self-contained multilateral undertaking - in contrast to the more open-ended and looser set of interchange activities. In a sense, the curriculum activities were seen as a way of focusing the looser Consortium activities, and consolidating working relations between the institutions.

In the event, the trial project became a rather larger and more complex undertaking, comprising an array of multilateral, bilateral and unilateral activities, within the broadly defined set of aims established at the first meeting and subsequently refined and extended. In reality, this development formed a creative and imaginative response to the challenge of establishing a co-operative curriculum development project on low budget and within institutions' existing resources - although this was not always evident to members at the time. The program which evolved - and which we have called the Pacific International Curriculum activity - clearly indicates that the varied nature of the institutions was a key influence in defining the activity. Significant differences were particularly evident in their preferred work modes, their ability to mobilise personnel and resources, and the nature of their target audiences. It would be fair to say that all the major regular participants in the Pacific Circle Consortium over 1977 to 1980 were themselves highly motivated towards consolidating the Circle and "institutionalising" it, in the sense of establishing Circle activity as a continuing and integral part of their respective institutions. Members found different methods were necessary in trying to achieve this.

Evidence of the varied nature of the institutions can be seen in the way they sought to establish development teams as shown by Figure 3.

Figure 3 - Institutional Development Teams - Phase 1

Project Personnel	
. special appointments - temporary staff (Subsequently handed over to permanent staff)	CDC, NWREL
. special appointments - permanent staff	EWC/CLI
. existing staff	NIER, NZDE, CRDG
School Involvement	
. identified specific school network to participate in developmental activities	NWREL, NIER, NZDE, CDC
Funds for Phase I participation	
. grant from outside	NIER
. funds from own pool	NWREL, CRDG, NZDE, EWC/CLI, CDC

Pacific International Curriculum is used as a generic term which describes: a) school curriculum material and resources, and b) curriculum process development activities with the common goal of fostering constructive relationships between and amongst people and nations of the Pacific. School education was to be the focus of activity and the production of ideas, strategies and resources for use by schools, the means.

Projects are characterised by the number of institutions which have produced discrete products relating to an identified theme. It is understood that additional institutions may well have contributed to the thinking and review process involved in these activities. Figure 4 shows the products of Phase I Pacific International Curriculum activities.

Figure 5 indicates activities of member institutions which, whilst not started in response to Pacific Circle participation, have significant elements dealing with Pacific area topics and problems, and offer resources to the Pacific International Curriculum. These activities, related to and of concern to the Pacific International Curriculum, include both development programs and membership of other international educational consortia. These activities provide some measure of the level of support each institution offers to Pacific studies.

4.1 Multilateral Activities

At the beginning of the Consortium, multilateral activities were generally seen and agreed as the most desired mode of work. A key challenge for the Circle was to explore and find ways of establishing multilateral working modes on a low capital outlay basis.

Early Circle meetings discussed "a common work program" in which it was assumed all institutions would participate as the trial activity. All members assisted in the preparation of a set of aims and objectives and a set of criteria for the conduct of the common activity (Pacific Circle, 1977a). As Chairman of the Consortium, Dr Skilbeck undertook that the CDC would draw these into a common project proposal (June 1977), which was further discussed and elaborated at the Second Meeting (April 1978). This common project proposal translates the broad theme of "cultural interaction between and among the nations of the Pacific region" into an aim which was to direct project activities, namely "fostering constructive relationships between and among peoples and nations of the Pacific through a study of trading and use of the ocean." Two sets of questions were of particular importance:

a) questions of breadth and specificity (degree of commonness expected in institutional work, and feasibility for different institutions all to participate in work on a common aim)

b) uniqueness to the Pacific region (legitimation of activity).

FIGURE 4 : PACIFIC INTERNATIONAL CURRICULUM - PHASE I PRODUCTS

A. MULTILATERAL ACTIVITIES

a) Pacific Ocean and Trading Project

Within a commonly agreed framework, different institutions produced a range of teaching/learning materials designed for their own client groups. The common aim was for materials to foster constructive relationships between peoples and nations of the Pacific through a study of trading and use of the ocean, for use in the environmental, social and human sciences, and with particular reference to the teaching of students 12-16 years.

i) Common Work Program Proposal (drafted for Circle by Australia-CDC)

All institutions participated in planning, drafted by CDC, 1978.

ii) Harvesting Food Resources of the Ocean - A Pacific Perspective (Australia-CDC/USA-AWREL)

Student resource materials in six booklets, plus teachers' handbook, Year 7-10, social and environmental sciences.
Anticipated themes of booklets:
1. People, the Ocean and Its Living Resources
2. Wise Use of Food Resources of the Ocean
3. Bringing the Catch to Table
4. Harvesting Food Resources of the Open Ocean - Tuna Fisheries
5. Harvesting Coastal Waters
6. Farming Food Resources of the Sea
To be published 1981.

iii) People of the Sea (Australia-CDC)

Twenty minute film on life of two communities in Solomon Islands in relation to their use of ocean resources. Funded by Australian Development Assistance Bureau for the Pacific Circle, available from Film Australia (producer).

iv) Travelling Our Shores (Australia-CDC)

Student resource materials for junior secondary classes, social sciences. Form yet to be decided. To be published 1981/2.

v) The Pacific and Human Life (Japan-NIER)

Teachers' manual for instruction in junior and senior high school. Draws on trialling of following units:
Junior secondary school -
1. Map of the Pacific Region Project
2. Planning Travels in the Pacific Region
3. Sailing the Pacific Ocean by Yacht
4. Marine Resources
Senior secondary school -
1. History of Australia and Japan
2. Exploitation of Marine Resources
3. People living with the Ocean
4. The Pacific and Human Life
5. Sea Pollution
To be published 1981.

FIGURE 4, p.2 : PACIFIC INTERNATIONAL CURRICULUM - PHASE I PRODUCTS

Pacific Ocean and Trading Project (contd)

vi) The Pacific and Japan (Japan-NIER)

Supplementary reader for elementary students, including these topics:
1. Our Pacific
2. The Pacific Countries and Japan
3. The Pacific and our Home County 'Hiroshima'
4. The Pacific and the Society around our School
5. The Pacific and our Home Life
6. The Pacific and Relationships between Pacific Countries and Japan

To be published 1981.

vii) Trade in the Pacific Ocean (Japan-NIER)

Teachers' guide and student materials for following units:
Junior secondary school -
1. Pacific Basin and Trade
2. Economic Conflict between Advanced Countries - Japanese Export of Cars to the USA
3. Economic Conflict between Advanced Countries - Australian Export of Meat to Japan
4. Development of the Middle Advanced Countries - the Case of Korea
5. South-North Problems in Trade - Trade between Japan and Indonesia

Senior secondary school -
1. Pacific Basin and Trade
2. Economic Conflict between Advanced Countries - Japanese Export of Cars to the USA
3. Economic Conflict between Advanced Countries - Australian Export of Iron Ore to Japan
4. Development of the Middle Advanced Countries - the Case of Korea
5. South-North Problems in Trade - Trade between the ASEAN Countries and Japan

To be published 1981.

viii) Japanese Interim Report for the Pan Pacific Study: The Pacific Ocean (Japan-NIER)

NIER, March 1980, K. Kihara editor.

ix) Trade and Interdependence in the Pacific - Export or Die (New Zealand - NZDE)

A unit of work for 14/15 year old students, social science, 3-4 weeks. Draft 1 completed, trialling 1981.

x) Perspectives of the Pacific (USA-NWREL)

A series of supplementary packages for teachers around several themes relating to the Pacific Ocean.
A resource package on food resources (resource package, teachers' guide and curriculum materials) was completed 1980 and field tested. This package is in process of joint publication with CDC (see a)ii) above). Additional packages in the series have been planned, and await additional resources for development. They include the following topics: environment; energy; transportation and communication; recreation; politics and law; mineral resources.

FIGURE 4, p.3 : PACIFIC INTERNATIONAL CURRICULUM PHASE I PRODUCTS

MULTILATERAL ACTIVITIES (contd)

b) The Ocean Project - Wise Use of Ocean Resources

To develop a common base of knowledge amongst member countries on wise use of ocean resources, to review the status of teaching in these areas in member countries, and to undertake curriculum development activities as deemed appropriate. A planned Phase II activity.

i) Project Proposal (drafted for Circle by USA-EWC/CLI)

All institutions participated in planning, drafted by EWC/CLI, with particular help from USA-CRDG. Draft 1, September 1979, Draft 2, November 1980.
(Note - this project is proceeding as a Phase II activity of the Circle, and will be officially launched with a two week workshop in May 1981 hosted by CRDG and EWC/CLI)

B. BILATERAL ACTIVITIES

a) Themes and Ideas for Teaching About the Pacific Basin
(Australia-CDC/New Zealand-NZDE)

Ideas book for teachers, focused on themes appropriate for junior secondary teaching. Themes selected:
1. Introducing the Pacific Basin and Pacific Cultures
2. Development
3. The Natural Environment of the Pacific Basin
4. The Pacific Basin over Time
5. Seeing the Pacific through Language and Literature
6. Culture Contact
7. Harvesting Ocean Resources
8. Our Changing Crafts
9. Our Musical Heritage
10. Trade and Travel
11. The Lure of the City
12. Sport and Leisure
13. Food from the Pacific
14. Caught up in the Global System

Draft 1 completed October 1980. Draft 2 anticipated 1981.

b) International Exchange of Educational TV Programs
(Japan-NIER/Australia-CDC)

Funded by (Japanese) Broadcasting Culture Fund and CDC. Study of the degree to which Japanese TV programs need to be adapted for use in Australian schools. In second year, study on use of Australian programs in Japanese schools is planned.

C. UNILATERAL ACTIVITIES

a) Sportlink (Australia-CDC)

17 page booklet for junior secondary students on the role of national and international sports in different Pacific communities. Physical education and social sciences. Published CDC, 1977.

FIGURE 4, p.4 : PACIFIC INTERNATIONAL CURRICULUM - PHASE I PRODUCTS

UNILATERAL ACTIVITIES (contd)

b) Pacific Circle Schools Network (Australia- Deakin University via CDC)

An activity of the Deakin University Institute for Studies in Education, funded by CDC. A group of schools which trialled CDC and NWREL Pacific Circle materials is continuing development and exchange activities on the basis of the conceptual framework developed by CDC for its materials. Could expand scope during Phase II. Similar activity in Oregon planned for 1981 via NWREL.

c) Southern Ocean and Antarctic Curriculum Project
(Australia - Tasmanian Department of Education via CDC)

Interim working paper "Towards a Proposal for Participation in the Pacific Circle Consortium Activities", W.B. Brewer, October 1980, presented to Fourth Annual Meeting of Consortium. Paper outlines a curriculum development project of 2-3 years' duration on the Southern Ocean and Antarctica.

d) The Lure of the City (New Zealand-MoDE)

Teacher resource materials for unit of work 4-5 weeks for 13-14 year old students. Completed in draft 1979. See B.a) above.

e) Asian and Pacific Literatures (USA-CRDG)

A unit of work for Grade 10 English within the Hawaiian English Program. A set of teacher and student materials on Asian and Pacific literatures. Completed 1980.

f) Music and Dance Repertoires of Asian and Pacific Peoples (USA-CRDG)

A set of resource materials for teachers on music and dance repertoires of Asian and Pacific peoples. Planning stage.

g) Movement and Interaction of Peoples in the Pacific (USA-CRDG)

A unit of work for the Grade 10 World History Course. To be built around a series of vignettes of explorers and important personalities in Pacific history. Planning stage.

FIGURE 5 : INSTITUTIONAL ACTIVITIES GIVING SUPPORT AND BREADTH TO PACIFIC INTERNATIONAL CURRICULUM

AUSTRALIA - CURRICULUM DEVELOPMENT CENTRE

Projects and Resources for Teachers and Students

Alfonso Japanese

Japanese language materials, Years 7-12
Published CDC: Book 1, Teachers' Manual, Book 1 Tapes, Visuals, Book 2, Book 2 Tapes
Forthcoming: Book 3, Book 3 Tapes, Book 4, Book 4 Tapes
Responsible : Miss Wells
In use in Australia, New Zealand, USA, Canada and Japan.

SEMP - Ethnic and Race Relations

Selection of student and teacher resource materials, Years 7-10 for social science classes. Comprises part of Social Education Materials Project (SEMP).
Published Heinemann, Richmond, Victoria, 1978.

Indonesia Kita

Supplementary visual materials for Indonesian language teaching. Overhead projection materials and teachers' guide. Introductory.
For processing from CDC.

Indonesia - Concepts in Culture

Audio-visual materials, using Film Australia photos as the data through which various concepts, important to the understanding of culture, can be discovered. Years 7-10. Published CDC, 1979.

Hemisphere Indonesia

Reprints from Commonwealth Department of Education's monthly pictorial magazine, Hemisphere. Readings for senior students on Indonesia. Published CDC, 1977.

Asia: A Bibliography for Schools

1. Southeast Asia (1977)
2. East Asia: China and Japan (1976)
3. South Asia (1976)
4. Australian Relations with Asia (1976)

Published CDC. Possibility of regular updating by Asian Studies Association of Australia, at present being explored.

English Language Teaching Materials for Aboriginal Children and Adults

Teachers working in Australian Aboriginal Schools: to be published by Queensland Department of Education.
English and the Aboriginal Child: A source book on: i) language problems of Aboriginal pupils, ii) teaching of standard English to speakers of non-standard dialects, iii) improving communication in the classroom.
Program continuing.

FIGURE 5, p.2: INSTITUTIONAL ACTIVITIES GIVING SUPPORT AND BREADTH TO PACIFIC INTERNATIONAL CURRICULUM

Projects and Resources for Teachers and Students (contd)

The Aboriginal Australian in North Eastern Arnhem Land

Self contained units designed for maximum versatility, for poor readers to capable students. Five modules for Years 7-10. Includes short course in Gupapuyngu language, and teachers' handbook. Forthcoming, CDC.

Research into Aboriginal Mathematics Learning

A national project aimed at gathering and disseminating information about the teaching and learning of mathematics in Aboriginal schools, with view to improving performance in this subject. Continuing.

Sounds of Australian Speech

Audio and video tapes, broadly descriptive of the sounds of Australian speech; for teacher development, upper secondary and as tertiary language and linguistics materials. Forthcoming, CDC.

CDC/Qantas Culture Kits

A series of audio-visual kits on major countries of the Asian region. Indonesia, Malaysia, Thailand, Japan, Iran and the Philippines were covered in kits based on the theme Family and subordinate themes such as housing, education, work, recreation, religion, etc. Years 7-10. Children in Asia, the latest of this series, is for primary students (Years 4-6). Published CDC/Qantas.

CDC/Qantas Multicultural Australia

Case studies of 17 Australian families from different ethnic backgrounds. 17 booklets plus teachers' guide, set of A4 size colour study prints, colour posters, 1 cassette. Forthcoming, 1981. Continuing.

Aboriginal Studies bibliography

An integrated annotated bibliography and teachers' guide to resources which might be used to support a variety of courses related to Aboriginal studies at primary secondary and tertiary level.

Oral English for Outstation Schools

An ESL-type basic primary school core curriculum for the numerous Aboriginal teaching assistants who are teaching in outstation schools, without sufficient preparation or English language competence. 60 booklets, as a basis for a programmed course of instruction for students. Interim materials, pending production of English language materials for Aboriginal Children and Adults.

Musical Traditions of Asia

Handbook and tape on each of five traditions: those of China, Japan, Philippines, Indonesia and Thailand. Years 11-12. Forthcoming.

FIGURE 5, p.3 : INSTITUTIONAL ACTIVITIES GIVING SUPPORT AND BREADTH TO PACIFIC INTERNATIONAL CURRICULUM

Projects and Resources for Teachers and Students (cont'd)

New Zealand Australia Foundation Study

In Australia, an analysis of what is being learned about New Zealand in Australian primary schools. Aimed at leading to collaborative materials production with New Zealand.

New Zealand Primary Science

Thirteen resource units plus teachers' handbook published in New Zealand, being distributed via CDC.

Other International Educational Consortia

UNESCO/APEID

The Asian Program of Educational Innovation for Development, based at ACEID (Asian Centre of Educational Innovation for Development), Bangkok.
CDC became an Associated Centre in 1977.
Major CDC/APEID activities to date:

a) Seminar on National Strategies for Curriculum Design and Development, September 1979.
Publications: Meeting Report and publication Curriculum Development in Asia and Oceania.
b) Attachment Scheme: Miss Kukuvai Tiden, Deputy Principal, Gaulim Community Teachers' Training College, Rabaul, Papua New Guinea, spent six weeks on attachment to CDC in October/November, 1980.

JAPAN - NATIONAL INSTITUTE FOR EDUCATIONAL RESEARCH

Other International Educational Consortia

UNESCO/APEID

NIER is an Associated Centre of the Asian Program of Educational Innovation for Development, based at ACEID (Asian Centre of Educational Innovation for Development), Bangkok.
Major NIER/APEID activities in recent years include:

a) UNESCO-NIER Regional Program for Educational Research in Asia
b) Curriculum Research in Asian Countries, Workshop Report, 1968
c) First Educational Research Workshop on Mathematics Teaching at First Level Education in Asia, Final Report, 1969
d) Second Educational Research Workshop on Mathematics Teaching of First Level Education in Asia, Final Report, 1970
e) Asian Study on Curriculum, Volumes I, II and III
f) Comparative Study of Curriculum Development at the Stage of Elementary Education in Asian Countries, 1970
g) Asian Workshop on Science Teaching, Final Report, 1971
h) Audio-Visual Instruction in Asia, Workshop Report, 1971
i) Studies in Educational Goals, Aims and Objectives in Asia, Report of a Working Group, 1971
j) Educational Research and Development in Asia, Report of a Regional Meeting, Unesco Bangkok/NIER Tokyo, 1973
k) Educational Goals, Aims and Objectives, Report of a Study by a Working Group in Asia, 1974

FIGURE 5, p.4 : INSTITUTIONAL ACTIVITIES GIVING SUPPORT AND BREADTH TO PACIFIC INTERNATIONAL CURRICULUM

Other International Educational Consortia (contd)

l) Final Report of the Asian Promotional Seminar on Educational Technology with Particular Reference to Educational Broadcasting, Japaners National Commission for Unesco/NIER Tokyo/ACEID Bangkok, 1975
m) Curriculum Development for Work-Oriented Education - Report of a Regional Field Operational Seminar, NIER Tokyo/ACEID Bangkok, 1976
n) Continuing Education for Teacher-Educators, Advanced-level Workshops - Report of a Task Force Meeting, NIER Tokyo/ ACEID Bangkok, 1976
o) Inter-country Co-operation in Educational Technology in Asia - Report of APEID Inter-project/Inter-country Study Visits and Advanced-Level Workshop, ACEID Bangkok/NIER Tokyo, 1977

In addition, the Section for Educational Co-operation in Asia issues in English NIER NEWSLETTER twice a year and reports of various meetings and workshops organised under the UNESCO-NIER Program.

NEW ZEALAND - NEW ZEALAND DEPARTMENT OF EDUCATION

Projects and Resources for Teachers and Students

Primary School Journals

Journals for children from 5 to 12 years are distributed to all schools on a national basis. Because teaching about Pacific Island nations is common in primary schools, a number of sources on the Pacific Islands have appeared in the primary school journals.

School Bulletins

School Bulletins are produced for and distributed to secondary schools. Titles available include:

a) Village Life in Western Samoa
b) Pacific Islanders in New Zealand
c) Atoll
d) Japan
e) China
f) Caravan at Coonaburna
g) Vietnam
h) Thailand
i) Echos from a Mountain School

Filmstrips

Filmstrips currently in production include:
a) Life in Japan
b) Other Pacific Islands

Films and Tapes

Several available, produced on aspects of the Pacific region.

FIGURE 5, p.5 : INSTITUTIONAL ACTIVITIES GIVING SUPPORT AND BREADTH TO PACIFIC INTERNATIONAL CURRICULUM

Projects and Resources for Teachers and Students (contd)

New Zealand Japan Foundation

The New Zealand Japan Foundation provides for an exchange of teachers and ideas, of immense benefit for dissemination of attitudes and ideas about Japan.

Australia New Zealand Foundation

The Australia New Zealand Foundation is currently investigating ways and means of developing appropriate resources for both countries for learning about the other.

Other International Educational Consortia

UNESCO

Members of the Department have attended and contributed to Unesco regional activities in the areas of:
a) International understanding in the Pacific
b) Environmental education in the Pacific
c) Preparation of children's materials in relation to United Nations affiliates in the Pacific

UNESCO/APEID

The Asian Program of Educational Innovation for Development, based at ACEID (Asian Centre of Educational Innovation for Development), Bangkok. NZDE became an Associated Centre in 1980.
Interchange of materials with regional office in Bangkok.
Some officers have participated in development work in Thailand and Malaysia.

USA - CURRICULUM RESEARCH AND DEVELOPMENT GROUP

Projects and Resources for Teachers and Students

Foundational Approaches in Science Teaching (FAST)

FAST 1	Published 1978
FAST 2	Published 1978
FAST 3	Revision 5, 1978
	Revision 6, 1979

Hawaii Marine Science Study Program

Revision 3 1980

Hawaii Nature Study Program

Published 1980. Pacific island environment.

Coastal Problems and Resource Management Program

Published 1980

Energy Education Program

Published 1979

FIGURE 5, p.6 : INSTITUTIONAL ACTIVITIES GIVING SUPPORT AND BREADTH TO PACIFIC INTERNATIONAL CURRICULUM

Projects and Resources for Teachers and Students (contd)

Hawaii Secondary English Project

Asian and Pacific Literature; language of prejudice among others.

Grade 7	Version 1	1977
Grade 8	Version 1	1978
Grade 9	Version 1	1979
Grade 10	Version 1	1980
Grade 11	In preparation	
Grade 12	In preparation	

Multicultural Education Program

Hawaii Marine Science Study Program

Consumer Education Materials

Some items translated into Pacific languages other than English

Hawaii Music Program

Asian and Pacific content

Food and Nutrition Project

Multi-ethnic food and nutrition

Middle School Program

Education of immigrants and other culturally different pupils.

Japanese, Hawaiian and Samoan Language and Culture Program

Japanese Resource Materials

USA - EAST-WEST CENTER/ CULTURE LEARNING INSTITUTE

Projects and Resources for Teachers and Students

Cultural Problems in Treaty Negotiation

Concerned in part with the impact on different nations and cultures of recent international agreements related to the exploitation of ocean resources.

Language in International Organisations

Case study on language problems in the fisheries industry; work on English as a language of international communication.

Management of International Co-operative Research and Development

Analyses of ocean-related research and development project management.

American Schools for the Natives of Ponape

Book by Nat J. Colletta, Univ. Press of Hawaii.

FIGURE 5, p.1 : INSTITUTIONAL ACTIVITIES GIVING SUPPORT AND BREADTH TO PACIFIC INTERNATIONAL CURRICULUM

Projects and Resources for Teachers and Students (contd)

The Indo-Fijian Experience

Book by Gobrmani, Univ. of Queensland Press.

A New Kind of Sugar

Book by K. Watson and R. Pinney, East-West Culture Learning Institute.

Impact of Transnational Interactions

Work on "Third World Multinational Corporations" and on "Skills Transfers in Export Processing Zones".

Pacific Island Development

Six broad topics identified by Pacific Island leaders:
a) Goals and Development strategies for social and economic development
b) Pacific Islands in the World Community
c) Regional co-operation
d) Government and Administration
e) Energy
f) Cultural Development
Five projects on "Energy Problems of the Pacific"
Project on "Aquaculture Potential for the Pacific"
Project on "Coping with Crisis: Reaction to Natural (or other types) of Disasters"
"Pacific Basin Food Security"
"Extended Maritime Jurisdictions and the Pacific"
"Ethnology of Communication in the Pacific"
"Issues of International Environmental Law Affecting the Ocean Resources of the Pacific Basin"
"Population policy in the Pacific Islands"

Pacific Community

Recent economic, technological and socio-political changes in the Pacific Basin have caused the nations of the region to acknowledge their growing interdependence and developing common interests. Increasing interest in the idea of the region as a Community. EWC Pacific Community Lecture Seminar (to be published): Ratu Mara; Kiyoshi Kojima; Gerardo Sicat; Dean Rusk; Sir John Crawford; Honorable Alejandro Orfila.

USA - NORTHWEST REGIONAL EDUCATIONAL LABORATORY

Other Educational Activities in the Pacific

UNESCO Lifelong Learning Consortium

Co-operative project with Singapore (and other countries) analysing samples of secondary school textbooks produced in their own countries to identify features facilitating lifelong learning.

Pacific Northwest International/Intercultural Education Consortium

A 23 member consortium of postsecondary institutions in the United States and Canada. Activities are in the areas of: development

FIGURE 5, p.8 : INSTITUTIONAL ACTIVITIES GIVING SUPPORT AND BREADTH TO PACIFIC INTERNATIONAL CURRICULUM

Other Educational Activities in the Pacific (cont'd)

Pacific Northwest International/Intercultural Education Consortium (cont'd)

of programs in international education, training of member faculty, sharing of resources and personnel, sponsoring of foreign study programs, materials development and dissemination. A major citizen education program is under way, with the first year focusing on faculty development in international understanding.

Pacific Basin Training Institute

A four-week summer institute conducted at NWREL with "back home" follow-up for educators from American Samoa, Guam, Commonwealth of the Northern Mariana Islands and the Federated States of Micronesia providing skill development in curriculum development, project management, community involvement and evaluation.

Bilingual Education Center

The Center assists educational agencies in the US Pacific Basin Territories which have significant numbers of children of limited English speaking ability through the training of staff in language identification and assessment, diagnostic and prescriptive programming, school-community relations, program implementation, and curriculum and material development.

Pacific Curriculum Development Projects

NWREL staff provide technical assistance to educators in the US Pacific Basin Territories in the development of curriculum which meets the identified needs of their particular settings. Examples include the Mathematics Improvement Project initiated by the Commonwealth of the Northern Marianas in 1979 to develop a comprehensive elementary mathematics curriculum; and the Guam Readers Project, carried out in 1970-74 with the Guam Department of Education to develop supplementary reading and language development materials for children in Grades 1-3.

Evaluation Technical Assistance Center

Educators in the US Pacific Basin Territories receive assistance in evaluating the effectiveness of compensatory education programs conducted for disadvantaged children, including application of effective educational evaluation models, selection and use of evaluation data collection instruments, and analysis, reporting and use of the results of evaluation.

Philippine Education Project

Technical assistance is provided to the Philippines Department of Education and Culture. Primary areas of assistance have been:
a) design and installation of a management information system
b) study tours
c) application of telecommunications in education.

The overall theme and general aims and objectives of the project were not significantly challenged or altered. The CDC again undertook the second draft of the Common Work Program which was circulated to members (mid 1978) and finally adopted by the Consortium as a whole (December 1978). Thus, in effect, final agreement on the common program document was not reached until almost 20 months after discussions first began on it, although its essential form remained as initially mooted at the First Annual meeting.

In the meantime, most institutions had begun individual work programs intended as part of the Circle's trial developmental activity. Four institutions undertook developmental work in pursuit of the common aim of "fostering constructive relationships between and among peoples and nations of the Pacific through a study of trading and use of the ocean" (NIER, NWREL, NZDE, CDC), but the total work program of the Pacific International Curriculum became considerably broader than this undertaking. For this reason, we have characterised this development work on the common aim as the Pacific Ocean and Trading Project.*

A framework which member organisations found suitable as a basis for work on different topics was agreed, and proved useful in a range of bilateral and unilateral activities, discussed more fully below.

The model of joint work established for the Pacific Ocean and Trading project had these main features:-

a) a common framework of aims and objectives

b) a common theme and focal concepts

c) agreement to produce a range of teaching-learning resources for use with junior secondary age students in the social, environmental and human sciences.

It was intended that member institutions design and fund individual work programs within this framework, and conduct work from their institutional base, with their own clientele as their prime target. Draft materials were to be exchanged between members with the possibility of some drafts being trialled in other member countries. Specific assistance and input from members was to be sought where appropriate.

Broadly similar work programs developed in three (CDC, NIER, NWREL) of the four institutions** and currently two of the sets of draft

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* In early Circle documents this Project is referred to as the Common Work Program.

** The final draft of the fourth (NZDE) was unavailable at the time of drafting this paper.

materials (CDC, NWREL) are being drawn into a joint publication. A substantial set of student/teacher resources materials was produced, most of which is now moving forward to publication (see Figure 4). Other institutions participated in the project design and in providing comments and suggestions on draft materials.

In seeking to explain the character of involvement of the different members in the Pacific Ocean and Trading Project, an important factor appears to have been the nature of development groups established by institutions. These varied in the speed with which they were able to mobilise resources and the way they were able to deploy them to Pacific Circle activities. Where institutions had earmarked funds for the project (NIER, CDC, NWREL), it proved possible to establish a development team relatively quickly, although at the risk, where people recruited were not permanent staff members (CDC, NWREL), that development activities might not become strongly internalised to the institutions and to the ongoing thinking of the organisation. (This problem seems, by the end of Phase I, however, to have been fairly well resolved by both institutions, by involving permanent staff members more closely in the activities at subsequent stages). Where earmarked funds were not so readily available, the establishment of a development team for this activity seems to have been slower (NZDE) or not achieved (CRDG). The nature of the activity itself seems to have precluded equivalent participation in that activity by EWC/CLI because of the nature of its preferred activities and work style. The EWC/CLI did, however, sponsor a meeting of Pacific Circle members (January 1979) which provided a valuable opportunity for exchange of ideas and draft materials at an early stage of the development activity.

During Phase I, considerable co-operative planning took place on a second multilateral project The Ocean Project - Wise Use of Ocean Resources, which is to commence early in 1981. It draws on the commonly agreed Circle framework of aims and goals, and envisages teams from each institution spending considerable periods working together in a single place on a variety of tasks. This second major project is designed for participation by all institutions. Both EWC/CLI and CRDG have played major roles in planning this activity, initially through a subcommittee of the Consortium set up in January 1979 to report to the Third Meeting on possibilities for Phase II. The first draft was completed for and discussed at the Third Meeting. A second draft was presented to the Fourth Meeting, setting 1981 as the first year of development work for the project.

This second multilateral project now in preparation is ambitious in the level of integration it seeks in the development phase between members of different institutions. During Phase I, such integration proved to be a major problem since it is based on an expensive model. Although institutions could provide some funding towards such a venture, most of the funding would need

to be sought externally. During 1980, the Consortium chairman made personal visits to several foundations seeking funds to support this activity, but by the date of writing, despite several expressions of interest, no positive financial responses had been received. At the Fourth Annual Meeting, a workshop on this activity pruned the budget extensively to make the activity more accessible for member organisations from their own funding. It was agreed that it should proceed as a multilateral activity during Phase II in some modified form, under the sponsorship of CRDG and EWC/CLI. In early 1981, since the completion of Phase I, a comprehensive detailed project plan and work schedule have been prepared and circulated to members for review and comment prior to a meeting which will formally launch the project at the University of Hawaii and East-West Center in May 1981.

The CRDG has mobilised sufficient resources for its participation in the activity, and the EWC/CLI is able to assist other organisations with meeting and accommodation facilities for the anticipated periods of joint workshops, and the CRDG is able to assist other organisations with travel funds for meetings where needed.

A problem for immediate large scale involvement by those members substantially involved in the Pacific Ocean and Trading project in this second large multilateral undertaking, is that resources they have been able to allocate to Pacific Circle activities are already committed to completion of their Phase I development activities. Some organisations also have difficulty in regular staff travel overseas (CDC - government limits on number of overseas visits by staff; NZDE - funding difficulties for overseas travel). A further problem is that the thematic distinction between the Pacific Ocean and Trading Project and The Ocean Project is not yet entirely clear, so the relationship between the existing work programs and any new undertakings relating to ocean themes needs to be further clarified for participants in the earlier task. At present, the outcomes of the Pacific Ocean and Trading Project are designated only in general terms as "input" to The Ocean Project. These matters are being actively addressed and a resolution of them at the May 1981 meeting in Hawaii may be anticipated.

The sequential and overlapping development of these two multilateral programs indicates that difficulties are to be expected in a consortium such as this in co-ordinating funding and staff resources for joint activities, where the individual institutions are to provide the major sources of funding. Thus, although different organisations may wish to participate in work in similar thematic areas, differential lead times may bring about definition of separate project initiatives in similar thematic areas. It also indicates that institutions are seeking a variety of patterns of "common" activity, and some institutions are striving for a greater degree of integration than that achieved in the Pacific Ocean and Trading Project. These points are made to illustrate the reality of consortium activities in different types

of institutions and organisations, separated by great distances and working under a variety of funding arrangements. Given these conditions it may be agreed that Phase I activities have achieved a considerable measure of success and provide a basis for future shared activity.

4.2 Bilateral and Unilateral Activities

Phase I saw the largely unanticipated development of a range of bilateral and unilateral activities which added considerable breadth and depth to the nature of the Pacific International Curriculum. These activities were an exciting development, as they indicate the generative nature of the Circle enterprise. Bilateral and unilateral activities were essentially ways in which institutions were able to participate more fully in the more general aims of the Consortium - drawing a wider range of topics and group of people into the Circle.

Activities of the Pacific International Curriculum during Phase I were characterised and differentiated by curriculum topics (see Figure 4). Two new groupings of bilateral/unilateral activities emerged in the planning stages during 1980 (networking and the exchange of television programs), both of which might broaden somewhat during Phase II.

Bilateral and unilateral programs enabled:

a) some measure of flexibility in thematic participation by organisations (e.g. CRDG, CDC). Phase I saw curriculum design and resources focusing on sport, music and dance, literature, history, craft, home economics and development studies.

b) experimental ideas to be tried out in a relatively supportive but not high risk environment (CRDG, CDC). If successful, and so desired, these programs could become larger at a subsequent stage (e.g. networking; Southern Ocean and Antarctica project).

c) for a wider range of agency staff, the opportunity to participate in activities related to their own skills and interests, thus helping "institutionalise" the Consortium and its thinking (CRDG, NIER, CDC).

Also, some institutions found it easier to secure funds for unilateral and bilateral projects than for multilateral projects (NIER, CDC).

5.0 Dissemination Activities - Phase I

Two major types of dissemination activities were undertaken during Phase I - dissemination of processes and products of Phase I Pacific International Curriculum activities, and dissemination of information about other activities of Consortium members.

Interchange activities - in particular Consortium meetings, materials exchange, project profiles, inter-institutional visits and staff attachments (see Figure 2) - provided the major channels for feeding information about the varied activities of members into the networks and newsletters of others. This mechanism was not systematised during Phase I, but during 1980 three bilateral agreements began to be negotiated between members in relation to formalising dissemination activities. It is intended that these agreements be more than marketing arrangements for selected materials. It is difficult to assess at this time the effect of dissemination activities of this broad nature, but several members organisations (CRDG, NWREL, CDC) have judged that their participation in the Pacific Circle has helped considerably to widen their network of contacts from member countries across a substantial range of activities.

Dissemination of processes and products of Phase I activities has been essentially an individual institutional responsibility. It must be kept in mind that, at the time of writing, several sets of curriculum materials are still in the development stage, with publication and dissemination to schools expected during 1981-82.

Although dissemination was flagged as a major issue for curriculum activities as early as the First Annual Meeting, it proved difficult during Phase I to co-ordinate dissemination activities on a Consortium-wide basis. A number of process activities in various countries during the developmental period were consciously planned as part of a dissemination strategy. Examples are involving widely representative education and community groups on advisory panels (NWREL, CRDG) to feed information into their own networks, involving groups of teachers from several parts of the client educational systems in developmental work (NIER, CDC), and speaking and writing about developmental activities to wider audiences (NIER, CDC, CRDG, EWC/CLI). Since most publications from Phase I are due to be published during 1981/82, dissemination activities for this phase are yet to be undertaken. The planned merging of materials from two organisations into a joint publication (NWREL, CDC) is expected to enable each set of ideas to reach a broader audience.

Discussions at the Sydney meeting raised questions of Consortium publications from the Pacific International Curriculum being identified as part of a common set - by various means such as common logo - but concrete proposals and decisions remain to be made at the time of writing.

By placing some of its Circle work within other programs, one organisation (CRDG) hopes to feed a Pacific dimension into specific school programs (English literature, World History) which have an already identified market. This does not exclude its involvement in specifically designated Circle activities, but is a conscious effort to reach established clients as well as building new networks.

Figure 5 indicates clearly the breadth and scope of other activities of member institutions which give support to Circle activities on the one hand, and on the other provide access to a variety of networks for dissemination of Circle activities.

Direct school involvement in Phase I has been through a small number of school networks set up in member countries as part of the development team effort. This has given teachers and students in those schools access to the broader ideas and resources of the Circle, although not, in most cases, on a continuing basis. The numbers directly involved have not been large. Where the initiative and capacity to take advantage of this situation has been there, as with the Pacific Circle Schools Network in Geelong, a strong basis exists for continued involvement and development of the thinking of the Circle. For schools not directly involved in the development phase, the materials dissemination phase becomes critical in making widely available resource materials which bring a Pacific and world focus into different areas of teaching. It is most important, therefore, that in addition to new undertakings in 1981-82, the ideas, strategies and materials developed during Phase I as a contribution to improved international education in schools, be vigorously promoted by member institutions in their respective educational systems. A considerable array of high quality curriculum materials is in final stages of preparation and this must be made widely available to schools.

6.0 Achievements of Pacific Circle Consortium - Phase I

By the end of Phase I, the Pacific Circle Consortium had demonstrated a number of specific achievements in relation to its aims.

a) "To organise a working educational consortium"

The Pacific Circle Consortium was established as an exploratory activity to seek co-operative work amongst member institutions within their existing structures and work programs in areas of mutual concern and interest. It was never intended that large, complex and expensive new structures be established. A consortium was established which is described in a separate report (CERI, 1980) as comprising three interrelated groups: the consortium of participating OECD countries, the consortium of institutions, and the consortium of development teams. That the Consortium has continued for four years and seems about to move into an expanded Phase II indicates that the Consortium has established a structure and mode of operation acceptable to and workable by members, that areas of mutual concern and interest have been identified, and that members see value for themselves in continued participation. Each of these points is well documented in written reports of the Consortium and in statements made in interviews.

Establishing such a working group means that member institutions from different parts of the Pacific Basin have had to come to understand each others' needs and problems and to take these into

account in designing co-operative programs of work. In this way the Consortium has established a framework for identifying and attending to future needs and problems of the Pacific Circle.

The Consortium has demonstrated a capacity to undertake a substantial and varied work program of curriculum development and interchange activities within its existing structure, as well as defining, designing and beginning to undertake new types of co-operative activities. While it has proved difficult for such a varied group of institutions to undertake strictly similar work programs, a broad framework of possible activities has been built up within which different institutions can design their particular institutional program. The framework established has been one which has evolved during Phase I and been modified at successive Annual General Meetings in relation to institutional capacities and interests. The framework has allowed the nature of individual institutional activities, and their relationship to each other, also to modify and change over time.

A major challenge for effective participation by all members in the Consortium has been language. As the medium of Consortium activities is English, direct Japanese participation has been limited to those whose proficiency in English is high. Not all activities, therefore, were seen by the Japanese as equally valuable for their participation. The time and cost of translating Japanese materials into English, for example, made the materials exchange activity of limited value for the NIER. During Phase I, however, staff with fluency in Japanese in other Circle institutions (CDC, CRDG) have become involved in Circle activities, enabling greater sharing of translation activities, and the identification and development of new types of bilateral activities within the Circle framework.

During Phase I, the Consortium has identified the considerable range of resources available in each institution to support Pacific studies (see Figure 5), and the types of resources each organisation can offer to provide support services to varied activities of other members (see Figure 2). As yet, these resources have been only partially mapped, both within and between institutions. Effecting better utilisation of both these resources has been flagged as a major challenge to the Consortium, anticipated problems have been identified, a range of simple and feasible activities put forward, and some progress achieved in putting them into operation.

A productive, stable and sustained working group was established by the Consortium amongst executive and a number of professional members of the institutions, enabling both informal and formal sharing of views, ideas and experiences - a number of which were followed up in a systematic fashion through the work program. Establishing this working group was an early achievement, as shown by the report of the First Annual Meeting: the Pacific Circle"... has the considerable advantage of being composed, at present, of a small group of people who are highly experienced in national and international development work, and who have formed already a small, convivial and harmonious

working group. Such a grouping itself represents a significant step forward. The major object of the Pacific Circle is indeed to create and sustain a harmonious and closely knit working group". (Pacific Circle, 1977a, p.6).

b) "To undertake curriculum development tasks"

During Phase I, the Consortium sought to undertake a co-operative curriculum development activity as a way of testing the feasibility of the Consortium. It was envisaged as a limited two year multilateral undertaking.

The Consortium was able to establish amongst institutions a common base of understanding of curriculum development activities, and to use this as the basis for designing a co-operative project. It was found possible to define needs in client school systems for certain types of resources, and to take steps to design, develop and publish resources relating to some of the defined needs, within a co-operative framework. Development using the co-operative framework was found to take substantially longer than initially envisaged. Important factors were:

a) the time needed by the various institutions to establish modes of participation within their existing structures and work programs, and

b) the time needed for seeking comment and input by post from member institutions to individual programs - considerable lead times were needed, and unavoidable delays experienced.

A major achievement of Phase I has been the evolution of the concepts and operation of the Pacific International Curriculum as a broad common framework of aims and objectives, within which a range of multilateral, bilateral and unilateral activities could be undertaken, each with a defined relationship to each other. This was a much larger and more complex set of curriculum development activities than those initially envisaged for Phase I. The breadth of activities addressed by the Consortium, and the efforts to relate them effectively to each other and to other activities of member institutions, bode well for success in the Circle's future dissemination activities.

c) "To enable assessment of the Consortium model and its program of work after a trial period".

The Consortium has documented its activities very fully, enabling it to communicate its activities to others and to provide a research base. The Consortium Executive has been responsible for documenting whole Consortium activities, and individual members for documenting their institutional activities. Each institution has reported on its own

program to each Annual General Meeting. A major study on the structure of the Consortium was commissioned by CERI, and was completed in 1980 (CERI, 1980). Each of these activities has been designed to enable assessment of the Consortium model and its program of work. The present report is a contribution to assessment of the Consortium work program.

d) "To enable extension beyond this trial period "if countries wish this"

The Consortium has been organised in such a way that its structures permit smooth continuity from its trial period (Phase I) to possible future work (Phase II and beyond). The Consortium has established a small Executive, to be elected at each Annual General Meeting and responsible for co-ordinating Circle activities, and has formalised the Circle's operating procedures into a set of by-laws.

Whereas for each institution, the Circle began as a discrete activity, several institutions have been able to integrate or institutionalise Circle work into their existing work programs. This provides both a structure and personnel for possible future Circle work independent of special external funding for Circle activities. The achievements of Phase I activities in both curriculum development and interchange have provided a varied basis for continued work.

e) "To work on a low capital outlay basis"

As the funds available for educational development activities have been shrinking progressively during the 1970's, it was seen as a challenge for educational agencies to explore a variety of work modes for achieving international work programs within these funding constraints. Phase I was achieved largely within members' own institutional budgets, without recourse to significant external funds. This was achieved by Consortium members being able to establish areas of work which were seen as mutually advantageous for different institutions to undertake within their own existing work programs and budgets. It was also made possible by the adoption of a co-operative model of development activities from individual institutional bases - with limited inter-institutional visits and exchanges by mail seen as important structural elements. Annual meetings were seen as essential to the success of the Consortium. It was found possible to arrange hosting these on a rotating basis, thus sharing travel and meeting costs amongst members, and enabling progressive first hand familiarisation by members with the educational contexts of other member institutions. Much Circle business was able to be conducted on multiple purpose trips both to Annual Meetings and between meetings by various staff of member institutions. Considerable interchange and development activity was conducted by mail.

f) "To exchange materials, keeping visits to a minimum"

The exchange activities achieved in Phase I included, but went beyond, materials exchange. A varied range of interchange activities were established by the Consortium within the Phase I framework of minimum inter-institutional visits (as indicated in Figure 2). The establishment of whole consortium interchange activities of a more or less secretariat character, were found to be a necessary base for the successful establishment of institutionally initiated interchange activities. During the course of Phase I, an increasing range and number of institutionally initiated interchange activities were identified and initiated within the existing framework.

There was need for specific staff members from each institution to be responsible for co-ordinating interchange activities. At the Fourth Meeting, the Directors of two organisations (CRDG, EWC/CLI) noted they expected to be able to contribute more fully and systematically to interchange activities during Phase II because they had recently been able to allocate time of a specific staff member to assist them with the task. This indicates that both the organisations see these activities as established and valuable parts of the Consortium undertaking.

g) "To operate on an exchange and banking basis by which all members contribute from a position of equality and draw according to need"

Despite the preparation of comprehensive plans, several fruitful discussions and progress on specific fronts, Phase I was not able adequately to address the question of operating on an exchange and banking basis. This was possibly because the level of co-ordination required had not yet been built up by the Consortium, and considerable thought would first need to be given to the practical form of such an undertaking, and the nature of what could usefully be exchanged and banked in this manner. It is possible that projected activities for Phase II will be able to move closer towards realising this aim, in relation to specific activities. The Ocean Project, for example, envisages the development of a common knowledge base to which each institution can contribute, and on which each institution can draw in its curriculum development activities.

h) "To promote intercultural awareness and understanding and assess the feasibility of a co-operative approach to the design and use of school materials relating to intercultural education"

The Circle has not yet achieved a major transformation in relation to intercultural awareness and understanding amongst any of its client educational systems. It must be stressed, however that this was not its aim during this exploratory phase. The basis has been laid for wider dissemination activities of curriculum processes and materials relating to intercultural education during Phase II, and the wider range of activities anticipated during Phase II (see section 7.0 below) suggest a significant impact by member institutions on their client systems in relation to Circle activities.

The Consortium has spent considerable time identifying problems and difficulties in intercultural understanding in two major areas:

a) in relation to consortium-type development work, such as the need to appreciate and reconcile differences in perception, language, values and stances of participants. The Consortium has made some progress towards resolving these problems in its own field of operations.

b) in relation to student and teacher learning, through developmental work of the Pacific International Curriculum. Many of the understandings gained through this process have been incorporated into the resource materials currently being published from Phase I activities, to be disseminated to a broader audience during Phase II.

The materials and teaching/learning strategies planned, developed, drafted and field tested during Phase I will, as they come into production, be a useful contribution to achieving the objective of intercultural awareness in schools. Much will depend on how they are promoted, disseminated and used.

It has been possible to develop a co-operative approach to the design and use of school materials relating to intercultural education through the development and progressive modification of a common framework at successive Annual Meetings, and the organisation by participating institutions of development teams for the design and development of institutional work programs. During Phase I, the involvement of individuals and groups beyond the development teams has been only partial, but had provided a significant base for more systematic involvement in the Circle's future activities. That this model has proved successful is indicated by its adoption, in a modified form, in the design of The Ocean Project proposed for Phase II (see sections 5.0 and 7.0).

7.0 Planned Phase II Activities Of Pacific Circle Consortium

Phase II of the Pacific Circle officially began at the Fourth Meeting of the Consortium (November 1980), with all six founding members maintaining membership, and observers representing three institutions from member countries interested to join the Consortium (including the first Canadian institution). This fact alone indicates clearly the assessment of participating institutions that the trial period of the Consortium had substantial value for them, and indicates that additional institutions in member countries see value in joining the Consortium. Two institutions from non-member countries were interested in possible membership. Lacking an external budget and relying very much on the goodwill, interest and professional commitment of members, the Consortium clearly has had to demonstrate the value of its joint endeavours in order to hold existing members and attract new ones.

There is no clear break between Phase I and Phase II types of activities. Planning for Phase II activities envisages continuing the two major elements on Phase I (Interchange and Pacific International Curriculum) and considerably broadening the scope of activities. Joint steering committees were set up at the Fourth meeting for possible major areas of activities:

a) Interchange (Consortium Executive)

b) Southern Ocean and Antarctica (CDC, NWREL, Tasmanian Department of Education).

c) School Networking (NZDE, NWREL, Deakin University)

d) The Ocean Project - Wise Use of Ocean Resources (CRDG, EWC/CLI, NIER).

Interchange activities are planned to continue to widen the area of institutionally initiated activities. The Consortium Newsletter was planned to be printed and distributed on a regular basis through CERI, and a brochure on the Consortium to be produced as part of a move to heighten the profile of Circle activities.

Pacific International Curriculum activities are expected to continue to comprise a range of multilateral, bilateral and unilateral activities. Existing activities of the Pacific Ocean and Trading Project and several bilateral and unilateral activities will move into the publication and dissemination phase. A major planning meeting to launch the Ocean Project - Wise Use of Ocean Resources is planned for May 1981 as a first step in its planned four year development.

Two new types of projects are:

a) A bilateral project in exploring the exchange of educational TV programs to begin in 1981.

b) School networking, introduced as a new type of activity for the Consortium, developed directly from Phase I activities. During Phase II direct linkages between groups of schools in member countries will be fostered. Schools involved in Phase I activities will form the nucleus of this network. The basis was laid by the Pacific Circle Schools Network 1980 in Geelong Australia, for which the initiative and organisation came from one school working with the Circle 1979.

8.0 Summary and Conclusion

This summary and conclusion provides an overview of the paper, rather than a recapitulation. Achievements of Phase I discussed in section 6.0 above, have not been repeated here.

The Pacific Circle Consortium was set up in 1977 with the two basic purposes of establishing a program of interchange and co-operation between members, and undertaking a specific educational development project on some matters of common concern and interest to member institutions. The Circle was set up on an exploratory basis, with the intent of assessing both the Consortium structure and the work program after an initial trial period. This period, known as Phase I, concluded with the Fourth Annual Meeting of the Consortium in November 1980.

During Phase I, the Consortium undertook two major sets of activities. The first was set of Interchange activities, which became the staple of membership of the Circle. Whole consortium interchange activities, organised through the Circle executive on behalf of all members, set the basic framework of communication channels on which a broadening and growing range of institutionally initiated interchange activities were built.

The second set of activities comprised the Pacific International Curriculum. The genesis of these activities was the agreement at the First Annual Meeting to undertake a co-operative school curriculum development project focusing on the Pacific region. While initially viewed as a single multilateral undertaking in which all members would participate, the activities broadened into a program comprising a mixture of multilateral, bilateral and unilateral undertakings, defined in thematic terms. The framework designed for the initial multilateral undertaking became used, with different themes, as the broad basis for the different activities of the Pacific International Curriculum. A wide range of resource materials produced through these activities is now moving into the publication stage. Dissemination of Pacific International Curriculum remains largely an individual institutional activity.

The continuity throughout Phase I of the small and productive working group established by participants at the First Meeting was important in maintaining the direction of Phase I activities. The discretionary powers open to members of the group, along with their personal commitment to the Circle, were important in enabling work programs to get under way in several institutions well before overall Consortium-wide plans had been formally endorsed. This helped establish a development team-level presence in the Consortium very early on, and also promoted an evolutionary approach to the development of work programs rather than a tight reining into a particular work style. The breadth of both the Interchange and the Pacific International Curriculum evidences this.

The framework evolved for joint activity was both deliberately and necessarily open-ended. It was deliberately so to enable participants to feed in their experience and interests, without necessarily precluding particular activities. It was necessarily so to enable a relatively diverse range of government and non-government bodies to participate and translate joint Consortium decisions into national-level work programs of various sorts. While the development of the joint framework for action was slow, there were not major difficulties in achieving a consensus document. The greater difficulty was with establishing a joint program of work amongst agencies in different national settings, organised according to interest and capacity. Phase I demonstrated convincingly that a number of agencies can co-ordinate their development efforts on a relatively small scale from their own resources over a period of years. To provide scope for the different agencies and to allow for differences in resource supply, a variety of activities developed, rather than all agencies joining into a single large scale undertaking. This showed the Circle structure and joint framework was one which was generative of action. Work achieved was common in the sense of sharing the same framework of ideas, common planning, exchange and comment on developmental work. Unresolved questions remain, however, over whether this really goes far enough to satisfy all institutions that the Circle is yielding its full potential of "commonness". Against closer integration are the real constraints on the situations in which most institutions are operating - as indicated by the initial aim of the Consortium to explore ways of achieving different types of joint work, on a low budget basis.

Although different approaches have been followed, each agency has attempted to "institutionalise" the Consortium and draw it more centrally into aspects of its work. This operates on three different levels:

a) at the institutional level, Circle philosphy permeates the thinking of some of the organisations (ie. a concern for a Pacific-wide focus in program planning of the institution - CRDG);

b) an involvement of an increasing number of people within the institution in a broadening range of Interchange activities;

c) an involvement of permanent staff in the development team of Pacific International Curriculum activities.
A number of specific achievements were demonstrated in relation to the aims of the Pacific Circle during Phase I.

Phase II, which began officially with the Fourth Annual Meeting, promises an enlarged institutional membership, possibly extending beyond present member countries, a continuance and expansion of both Interchange and Pacific International Curriculum activities, and a move into new types of co-operative activities. These developments seem amply to indicate that a viable consortium has been established which is regarded by all participants as worthwhile to continue into an expanded Phase II.

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APPENDIX A

GLOSSARY OF TERMS

Bilateral activities - discrete Circle activities involving two Consortium institutions

CERI Governing Board - national representatives of OECD/CERI member countries

CERI Policy Group - CERI Governing Board members from Circle countries, with policy responsibility for Pacific Circle Consortium on behalf of CERI

Circle - short reference for Pacific Circle Consortium

Circle activities - designed activities of the Pacific Circle Consortium

Common Work Program - curriculum development activities of Pacific Circle Consortium members within commonly agreed framework - see Pacific International Curriculum (Also an earlier name for Pacific Ocean and Trading Project)

Common project - see Common Work Program

Consortium - short reference for Pacific Circle Consortium

Consortium Executive - Chairman, Vice-Chairman and Secretary/Treasurer of the Pacific Circle Consortium

co-operative curriculum development project - see educational development project

co-operative work program - see Common Work Program

"cultural interaction between and amongst peoples and nations of the Pacific" - theme of Pacific International Curriculum during Phase I

curriculum development project - see educational development project

dissemination activities - activities of Consortium members a) to promote wider usage of ideas and materials produced through Pacific International Curriculum and b) to make more widely available in member countries, information about educational research and development activities of other Consortium members

educational development project - set of activities organised over a set period of time addressing identified educational issues and designing strategies for change and action. Pacific International Curriculum is the generic term used to describe Consortium educational development projects

"fostering constructive relationships between and amongst people and nations of the Pacific through a study of trading and use of the ocean" - aim of Pacific Ocean and Trading Project

institutional development teams - personnel identified by member institutions to undertake institutional educational development projects for Circle

institutionally initiated interchange activities - interchange activities of the Consortium undertaken at the instigation of individual institutions on their own behalf, either bilateral or multilateral in character

interchange activities - those activities of an exchange nature which have been undertaken by members of the Consortium and between institutions of the Consortium with the intent of fostering constructive relationships between and amongst people and nations of the Pacific

member countries - OECD/CERI countries participating in the Pacific Circle Consortium - viz. Australia, Canada, Japan, New Zealand, USA

member institutions (agencies) - institutions (agencies) participating in the Pacific Circle Consortium; for membership see Pacific Circle Consortium

multilateral activities - descrete activities of the Consortium involving three or more member institutions

Pacific Circle Annual Meeting - annual meeting of representatives of member institutions of the Pacific Circle Consortium, the first being held in 1977

Pacific Circle (Consortium) - a consortium of educational research and development institutions (agencies) in OECD/CERI countries of the Pacific Basin. Institutions participating in Phase I were: Australia - Curriculum Development Centre; Japan-National Institute for Educational Research; USA-Curriculum Development and Research Group, East-West Center/Culture Learning Institute, Northwest Regional Educational Laboratory. USA-National Institute of Education retains membership of the Consortium, but has not participated in Phase I development activity. Three institutions were represented at the Fourth Annual Meeting with a view to becoming members of the Consortium during Phase II: Australia-Deakin University, Tasmanian Department of Education; Canada-University of British Columbia

Pacific Circle Project - project work undertaken by members of the Pacific Circle Consortium

Pacific International Curriculum (activity) - a generic term describing a) school curriculum materials and resources and b) curriculum process development activities of the Pacific Circle Consortium with the common goal of fostering constructive relationships between and amongst people and nations of the Pacific

Pacific Circle member institutions - see Pacific Circle Consortium

Pacific Ocean and Trading Project - a Phase I multilateral curriculum development activty to produce a range of teaching/learning resources on the theme of trading and use of the ocean

Phase I - the period between the First Annual Meeting of the Consortium (April 1977) and the Fourth Annual Meeting (November 1980)

Phase II - the period beginning with the Fourth Annual Meeting (November 1980) to a time yet to be specified

The Ocean Project - Wise Use of Ocean Resources - a multilateral curriculum development activity planned during Phase I to be undertaken during Phase II

unilateral activities - discrete Circle activities undertaken by individual member institutions

APPENDIX B: PARTICIPANTS IN PACIFIC CIRCLE CONSORTIUM ANNUAL GENERAL MEETINGS - PHASE I

NAME	INSTITUTION	ATTENDED MEETINGS: (1)	(2)	(3)	(4)
Mr. Gerald Aitken	NZDE		2	3	4
Mr. Isao Amagi	Japan/CERI	1			
Dr. John G. Amirthanayagam	EWC/CLI	1			
Dr. Roy Bentley	UBC				4
Dr. Verner Bickley	EWC/CLI	1	2	3	4
Mr. Warren Brewer	Tasmanian Department of Education, Australia				4
Dr. John Brownell	EWC/CLI			3	
Ms Helen Connell	CDC	1	2	3	4
Dr. Larry Fish	NWREL	1	2	3	4
Dr. Betty Fish			2		
Mr. David Francis	CDC			3	4
Dr. Rex Hagans	NWREL			3	
Ms. Gladys Keith Hardy	NIE		2		
Mr. John Henry	Deakin University, Australia				4
Mr. Toshio Kanaya	NIER		2		
Dr. Yukitsugu Kato	NIER		2		
Dr. Stephen Kemmis	Deakin University, Australia			3	
Dr. Kentaro Kihara	NIER		2	3	4
Professor Arthur King	CRDG	1	2	3	4
Ms. Catharina Koopman	CDC			3	
Mr. David F. Larder	Canada/Council of Ministers	1			
Mr. Kenzi Mad	EWC/CLI				4
Dr. Cy Maxwell	CERI		2	3	4
Professor Douglas McWhannel	UBC				4
Mr. Yasushi Mizoue	Japan/Ministry of Education NIER/Hiroshima University		2		4
Mr. W. Bruce Naylor	Ministry of Education British Columbia		2		
Mr. Rentaro Ohno	NIER		2		
Mr. Shinjo Okuda	Japan/Ministry of Education		2		
Ms. Judy Pinn	CDC		2		

NAME	INSTITUTION	ATTENDED MEETINGS: (1)	(2)	(3)	(4)
Dr. Francis M. Pottenger III	CRDG	1	2	3	4
Dr. Ted Rodgers	CRDG	1	2	3	
Mr. Taichi Sasaoka	NIER		2		
Dr. Malcolm Skilbeck	CDC	1	2	3	4
Mr. Gregory Trifonovitch	EWC/CLI	1	2		
Dr. Claude C. Turner	Belmont School District, California		2		
Miss Marguerite Wells	CDC			3	4
Dr. Kathy Wilson	EWC/CLI			3	
Mr. Ian Young	NZDE				4

FIGURE 4 : PACIFIC INTERNATIONAL CURRICULUM - PHASE I PRODUCTS

A. MULTILATERAL ACTIVITIES

a) Pacific Ocean and Trading Project

Within a commonly agreed framework, different institutions produced a range of teaching/learning materials designed for their own client groups. The common aim was for materials to foster constructive relationships between peoples and nations of the Pacific through a study of trading and use of the ocean, for use in the environmental, social and human sciences, and with particular reference to the teaching of students 12-16 years.

i) Common Work Program Proposal (drafted for Circle by Australia-CDC)

All institutions participated in planning, drafted by CDC, 1978.

ii) Harvesting Food Resources of the Ocean - A Pacific Perspective (Australia-CDC/USA-NWREL)

Student resource materials in six booklets, plus teachers' handbook, Year 7-10, social and environmental sciences.
Anticipated themes of booklets:
1. People, the Ocean and Its Living Resources
2. Wise Use of Food Resources of the Ocean
3. Bringing the Catch to Table
4. Harvesting Food Resources of the Open Ocean - Tuna Fisheries
5. Harvesting Coastal Waters
6. Farming Food Resources of the Sea
To be published 1981.

iii) People of the Sea (Australia-CDC)

Twenty minute film on life of two communities in Solomon Islands in relation to their use of ocean resources. Funded by Australian Development Assistance Bureau for the Pacific Circle, available from Film Australia (producer).

iv) Travelling Our Shores (Australia-CDC)

Student resource materials for junior secondary classes, social sciences. Form yet to be decided. To be published 1981/2.

v) The Pacific and Human Life (Japan-NIER)

Teachers' manual for instruction in junior and senior high school. Draws on trialling of following units:
Junior secondary school -
1. Map of the Pacific Region Project
2. Planning Travels in the Pacific Region
3. Sailing the Pacific Ocean by Yacht
4. Marine Resources
Senior secondary school -
1. History of Australia and Japan
2. Exploitation of Marine Resources
3. People living with the Ocean
4. The Pacific and Human Life
5. Sea Pollution
To be published 1981.

FIGURE 4, p.2 : PACIFIC INTERNATIONAL CURRICULUM - PHASE I PRODUCTS

Pacific Ocean and Trading Project (contd)

vi) The Pacific and Japan (Japan-NIER)

Supplementary reader for elementary students, including these topics:
1. Our Pacific
2. The Pacific Countries and Japan
3. The Pacific and our Home County 'Hiroshima'
4. The Pacific and the Society around our School
5. The Pacific and our Home Life
6. The Pacific and Relationships between Pacific Countries and Japan

To be published 1981.

vii) Trade in the Pacific Ocean (Japan-NIER)

Teachers' guide and student materials for following units:
Junior secondary school -
1. Pacific Basin and Trade
2. Economic Conflict between Advanced Countries - Japanese Export of Cars to the USA
3. Economic Conflict between Advanced Countries - Australian Export of Meat to Japan
4. Development of the Middle Advanced Countries - the Case of Korea
5. South-North Problems in Trade - Trade between Japan and Indonesia

Senior secondary school -
1. Pacific Basin and Trade
2. Economic Conflict between Advanced Countries - Japanese Export of Cars to the USA
3. Economic Conflict between Advanced Countries - Australian Export of Iron Ore to Japan
4. Development of the Middle Advanced Countries - the Case of Korea
5. South-North Problems in Trade - Trade between the ASEAN Countries and Japan

To be published 1981.

viii) Japanese Interim Report for the Pan Pacific Study: The Pacific Ocean (Japan-NIER)

NIER, March 1980, K. Kihara editor.

ix) Trade and Interdependence in the Pacific - Export or Die (New Zealand - NZDE)

A unit of work for 14/15 year old students, social science, 3-4 weeks. Draft 1 completed, trialling 1981.

x) Perspectives of the Pacific (USA-NWREL)

A series of supplementary packages for teachers around several themes relating to the Pacific Ocean.
A resource package on food resources (resource package, teachers' guide and curriculum materials) was completed 1980 and field tested. This package is in process of joint publication with CDC (see a)ii) above). Additional packages in the series have been planned, and await additional resources for development. They include the following topics: environment; energy; transportation and communication; recreation; politics and law; mineral resources.

FIGURE 4, p.3 : PACIFIC INTERNATIONAL CURRICULUM PHASE I PRODUCTS

MULTILATERAL ACTIVITIES (contd)

b) The Ocean Project - Wise Use of Ocean Resources

To develop a common base of knowledge amongst member countries on wise use of ocean resources, to review the status of teaching in these areas in member countries, and to undertake curriculum development activities as deemed appropriate. A planned Phase II activity.

i) Project Proposal (drafted for Circle by USA-EWC/CLI)

All institutions participated in planning, drafted by EWC/CLI, with particular help from USA-CRDG. Draft 1, September 1979, Draft 2, November 1980.
(Note - this project is proceeding as a Phase II activity of the Circle, and will be officially launched with a two week workshop in May 1981 hosted by CRDG and EWC/CLI)

B. BILATERAL ACTIVITIES

a) Themes and Ideas for Teaching About the Pacific Basin
(Australia-CDC/New Zealand-NZDE)

Ideas book for teachers, focused on themes appropriate for junior secondary teaching. Themes selected:
1. Introducing the Pacific Basin and Pacific Cultures
2. Development
3. The Natural Environment of the Pacific Basin
4. The Pacific Basin over Time
5. Seeing the Pacific through Language and Literature
6. Culture Contact
7. Harvesting Ocean Resources
8. Our Changing Crafts
9. Our Musical Heritage
10. Trade and Travel
11. The Lure of the City
12. Sport and Leisure
13. Food from the Pacific
14. Caught up in the Global System

Draft 1 completed October 1980. Draft 2 anticipated 1981.

b) International Exchange of Educational TV Programs
(Japan-NIER/Australia-CDC)

Funded by (Japanese) Broadcasting Culture Fund and CDC. Study of the degree to which Japanese TV programs need to be adapted for use in Australian schools. In second year, study on use of Australian programs in Japanese schools is planned.

C. UNILATERAL ACTIVITIES

a) Sportlink (Australia-CDC)

17 page booklet for junior secondary students on the role of national and international sports in different Pacific communities. Physical education and social sciences. Published CDC, 1977.

FIGURE 4, p.4 : PACIFIC INTERNATIONAL CURRICULUM - PHASE I PRODUCTS

UNILATERAL ACTIVITIES (contd)

b) Pacific Circle Schools Network (Australia- Deakin University via CDC)

An activity of the Deakin University Institute for Studies in Education, funded by CDC. A group of schools which trialled CDC and NWREL Pacific Circle materials is continuing development and exchange activities on the basis of the conceptual framework developed by CDC for its materials. Could expand scope during Phase II. Similar activity in Oregon planned for 1981 via NWREL.

c) Southern Ocean and Antarctic Curriculum Project
(Australia - Tasmanian Department of Education via CDC)

Interim working paper "Towards a Proposal for Participation in the Pacific Circle Consortium Activities", W.B. Brewer, October 1980, presented to Fourth Annual Meeting of Consortium. Paper outlines a curriculum development project of 2-3 years' duration on the Southern Ocean and Antarctica.

d) The Lure of the City (New Zealand-NZDE)

Teacher resource materials for unit of work 4-5 weeks for 13-14 year old students. Completed in draft 1979. See B.a) above.

e) Asian and Pacific Literatures (USA-CRDG)

A unit of work for Grade 10 English within the Hawaiian English Program. A set of teacher and student materials on Asian and Pacific literatures. Completed 1980.

f) Music and Dance Repertoires of Asian and Pacific Peoples (USA-CRDG)

A set of resource materials for teachers on music and dance repertoires of Asian and Pacific peoples. Planning stage.

g) Movement and Interaction of Peoples in the Pacific (USA-CRDG)

A unit of work for the Grade 10 World History Course. To be built around a series of vignettes of explorers and important personalities in Pacific history. Planning stage.

FIGURE 5 : INSTITUTIONAL ACTIVITIES GIVING SUPPORT AND BREADTH TO PACIFIC INTERNATIONAL CURRICULUM

AUSTRALIA - CURRICULUM DEVELOPMENT CENTRE

Projects and Resources for Teachers and Students

Alfonso Japanese

Japanese language materials, Years 7-12
Published CDC: Book 1, Teachers' Manual, Book 1 Tapes, Visuals, Book 2, Book 2 Tapes
Forthcoming: Book 3, Book 3 Tapes, Book 4, Book 4 Tapes
Responsible : Miss Wells
In use in Australia, New Zealand, USA, Canada and Japan.

SEMP - Ethnic and Race Relations

Selection of student and teacher resource materials, Years 7-10 for social science classes. Comprises part of Social Education Materials Project (SEMP).
Published Heinemann, Richmond, Victoria, 1978.

Indonesia Kita

Supplementary visual materials for Indonesian language teaching. Overhead projection materials and teachers' guide. Introductory. Forthcoming from CDC.

Indonesia - Concepts in Culture

Audio-visual materials, using Film Australia photos as the data through which various concepts, important to the understanding of culture, can be discovered. Years 7-10. Published CDC, 1979.

Hemisphere Indonesia

Reprints from Commonwealth Department of Education's monthly pictorial magazine, Hemisphere. Readings for senior students on Indonesia. Published CDC, 1977.

Asia: A Bibliography for Schools

1. Southeast Asia (1977)
2. East Asia: China and Japan (1976)
3. South Asia (1976)
4. Australian Relations with Asia (1976)

Published CDC. Possibility of regular updating by Asian Studies Association of Australia, at present being explored.

English Language Teaching Materials for Aboriginal Children and Adults

Teachers working in Australian Aboriginal Schools: to be published by Queensland Department of Education.
English and the Aboriginal Child: A source book on: i) language problems of Aboriginal pupils, ii) teaching of standard English to speakers of non-standard dialects, iii) improving communication in the classroom.
Program continuing.

FIGURE 5, p.2: INSTITUTIONAL ACTIVITIES GIVING SUPPORT AND BREADTH TO PACIFIC INTERNATIONAL CURRICULUM

Projects and Resources for Teachers and Students (contd)

The Aboriginal Australian in North Eastern Arnhem Land

Self contained units designed for maximum versatility, for poor readers to capable students. Five modules for Years 7-10. Includes short course in Gupapuyngu language, and teachers' handbook. Forthcoming, CDC.

Research into Aboriginal Mathematics Learning

A national project aimed at gathering and disseminating information about the teaching and learning of mathematics in Aboriginal schools, with view to improving performance in this subject. Continuing.

Sounds of Australian Speech

Audio and video tapes, broadly descriptive of the sounds of Australian speech; for teacher development, upper secondary and as tertiary language and linguistics materials. Forthcoming, CDC.

CDC/Qantas Culture Kits

A series of audio-visual kits on major countries of the Asian region. Indonesia, Malaysia, Thailand, Japan, Iran and the Philippines were covered in kits based on the theme Family and subordinate themes such as housing, education, work, recreation, religion, etc. Years 7-10. Children in Asia, the latest of this series, is for primary students (Years 4-6). Published CDC/Qantas.

CDC/Qantas Multicultural Australia

Case studies of 17 Australian families from different ethnic backgrounds. 17 booklets plus teachers' guide, set of A4 size colour study prints, colour posters, 1 cassette. Forthcoming, 1981. Continuing.

Aboriginal Studies bibliography

An integrated annotated bibliography and teachers' guide to resources which might be used to support a variety of courses related to Aboriginal studies at primary secondary and tertiary level.

Oral English for Outstation Schools

An ESL-type basic primary school core curriculum for the numerous Aboriginal teaching assistants who are teaching in outstation schools, without sufficient preparation or English language competence. 60 booklets, as a basis for a programmed course of instruction for students. Interim materials, pending production of English language materials for Aboriginal Children and Adults.

Musical Traditions of Asia

Handbook and tape on each of five traditions: those of China, Japan, Philippines, Indonesia and Thailand. Years 11-12. Forthcoming.

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FIGURE 5, p.3 : INSTITUTIONAL ACTIVITIES GIVING SUPPORT AND BREADTH TO PACIFIC INTERNATIONAL CURRICULUM

Projects and Resources for Teachers and Students (contd)

New Zealand Australia Foundation Study

In Australia, an analysis of what is being learned about New Zealand in Australian primary schools. Aimed at leading to collaborative materials production with New Zealand.

New Zealand Primary Science

Thirteen resource units plus teachers' handbook published in New Zealand, being distributed via CDC.

Other International Educational Consortia

UNESCO/APEID

The Asian Program of Educational Innovation for Development, based at ACEID (Asian Centre of Educational Innovation for Development), Bangkok.
CDC became an Associated Centre in 1977.
Major CDC/APEID activities to date:

a) Seminar on National Strategies for Curriculum Design and Development, September 1979.
   Publications: Meeting Report and publication Curriculum Development in Asia and Oceania.
b) Attachment Scheme: Miss Kukuvai Tiden, Deputy Principal, Gaulim Community Teachers' Training College, Rabaul, Papua New Guinea, spent six weeks on attachment to CDC in October/November, 1980.

JAPAN - NATIONAL INSTITUTE FOR EDUCATIONAL RESEARCH

Other International Educational Consortia

UNESCO/APEID

NIER is an Associated Centre of the Asian Program of Educational Innovation for Development, based at ACEID (Asian Centre of Educational Innovation for Development), Bangkok.
Major NIER/APEID activities in recent years include:

a) UNESCO-NIER Regional Program for Educational Research in Asia
b) Curriculum Research in Asian Countries, Workshop Report, 1968
c) First Educational Research Workshop on Mathematics Teaching at First Level Education in Asia, Final Report, 1969
d) Second Educational Research Workshop on Mathematics Teaching of First Level Education in Asia, Final Report, 1970
e) Asian Study on Curriculum, Volumes I, II and III
f) Comparative Study of Curriculum Development at the Stage of Elementary Education in Asian Countries, 1970
g) Asian Workshop on Science Teaching, Final Report, 1971
h) Audio-Visual Instruction in Asia, Workshop Report, 1971
i) Studies in Educational Goals, Aims and Objectives in Asia, Report of a Working Group, 1971
j) Educational Research and Development in Asia, Report of a Regional Meeting, Unesco Bangkok/NIER Tokyo, 1973
k) Educational Goals, Aims and Objectives, Report of a Study by a Working Group in Asia, 1974

FIGURE 5, p.4 : INSTITUTIONAL ACTIVITIES GIVING SUPPORT AND BREADTH TO PACIFIC INTERNATIONAL CURRICULUM

Other International Educational Consortia (contd)

l) Final Report of the Asian Promotional Seminar on Educational Technology with Particular Reference to Educational Broadcasting, Japanese National Commission for Unesco/NIER Tokyo/ACEID Bangkok, 1975
m) Curriculum Development for Work-Oriented Education - Report of a Regional Field Operational Seminar, NIER Tokyo/ACEID Bangkok, 1976
n) Continuing Education for Teacher-Educators, Advanced-level Workshops - Report of a Task Force Meeting, NIER Tokyo/ ACEID Bangkok, 1976
o) Inter-country Co-operation in Educational Technology in Asia - Report of APEID Inter-project/Inter-country Study Visits and Advanced-Level Workshop, ACEID Bangkok/NIER Tokyo, 1977

In addition, the Section for Educational Co-operation in Asia issues in English NIER NEWSLETTER twice a year and reports of various meetings and workshops organised under the UNESCO-NIER Program.

NEW ZEALAND - NEW ZEALAND DEPARTMENT OF EDUCATION

Projects and Resources for Teachers and Students

Primary School Journals

Journals for children from 5 to 12 years are distributed to all schools on a national basis. Because teaching about Pacific Island nations is common in primary schools, a number of sources on the Pacific Islands have appeared in the primary school journals.

School Bulletins

School Bulletins are produced for and distributed to secondary schools. Titles available include:

a) Village Life in Western Samoa
b) Pacific Islanders in New Zealand
c) Atoll
d) Japan
e) China
f) Caravan at Coonaburna
g) Vietnam
h) Thailand
i) Echos from a Mountain School

Filmstrips

Filmstrips currently in production include:
a) Life in Japan
b) Other Pacific Islands

Films and Tapes

Several available, produced on aspects of the Pacific region.

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FIGURE 5, p.5 : INSTITUTIONAL ACTIVITIES GIVING SUPPORT AND BREADTH TO PACIFIC INTERNATIONAL CURRICULUM

Projects and Resources for Teachers and Students (contd)

New Zealand Japan Foundation

The New Zealand Japan Foundation provides for an exchange of teachers and ideas, of immense benefit for dissemination of attitudes and ideas about Japan.

Australia New Zealand Foundation

The Australia New Zealand Foundation is currently investigating ways and means of developing appropriate resources for both countries for learning about the other.

Other International Educational Consortia

UNESCO

Members of the Department have attended and contributed to Unesco regional activities in the areas of:
a) International understanding in the Pacific
b) Environmental education in the Pacific
c) Preparation of children's materials in relation to United Nations affiliates in the Pacific

UNESCO/APEID

The Asian Program of Educational Innovation for Development, based at ACEID (Asian Centre of Educational Innovation for Development), Bangkok. NZDE became an Associated Centre in 1980.
Interchange of materials with regional office in Bangkok.
Some officers have participated in development work in Thailand and Malaysia.

USA - CURRICULUM RESEARCH AND DEVELOPMENT GROUP

Projects and Resources for Teachers and Students

Foundational Approaches in Science Teaching (FAST)

FAST 1	Published 1978
FAST 2	Published 1978
FAST 3	Revision 5, 1978
	Revision 6, 1979

Hawaii Marine Science Study Program

Revision 3 1980

Hawaii Nature Study Program

Published 1980. Pacific island environment.

Coastal Problems and Resource Management Program

Published 1980

Energy Education Program

Published 1979

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FIGURE 5, p.6 : INSTITUTIONAL ACTIVITIES GIVING SUPPORT AND BREADTH TO PACIFIC INTERNATIONAL CURRICULUM

Projects and Resources for Teachers and Students (contd)

Hawaii Secondary English Project

Asian and Pacific Literature; language of prejudice among others.

Grade 7	Version 1	1977
Grade 8	Version 1	1978
Grade 9	Version 1	1979
Grade 10	Version 1	1980
Grade 11	In preparation	
Grade 12	In preparation	

Multicultural Education Program

Hawaii Marine Science Study Program

Consumer Education Materials

Some items translated into Pacific languages other than English

Hawaii Music Program

Asian and Pacific content

Food and Nutrition Project

Multi-ethnic food and nutrition

Middle School Program

Education of immigrants and other culturally different pupils.

Japanese, Hawaiian and Samoan Language and Culture Program

Japanese Resource Materials

USA - EAST-WEST CENTER/ CULTURE LEARNING INSTITUTE

Projects and Resources for Teachers and Students

Cultural Problems in Treaty Negotiation

Concerned in part with the impact on different nations and cultures of recent international agreements related to the exploitation of ocean resources.

Language in International Organisations

Case study on language problems in the fisheries industry; work on English as a language of international communication.

Management of International Co-operative Research and Development

Analyses of ocean-related research and development project management.

American Schools for the Natives of Ponape

Book by Nat J. Collotta, Univ. Press of Hawaii.

FIGURE 5, p.7 : INSTITUTIONAL ACTIVITIES GIVING SUPPORT AND BREADTH TO PACIFIC INTERNATIONAL CURRICULUM

Projects and Resources for Teachers and Students (contd)

The Indo-Fijian Experience

Book by Gubramani, Univ. of Queensland Press.

A New Kind of Sugar

Book by K. Watson and B. Finnery, East-West Culture Learning Institute.

Impact of Transnational Interactions

Work on "Third World Multinational Corporations" and on "Skills Transfers in Export Processing Zones".

Pacific Island Development

Six broad topics identified by Pacific Island leaders:
a) Goals and Development strategies for social and economic development
b) Pacific Islands in the World Community
c) Regional co-operation
d) Government and Administration
e) Energy
f) Cultural Development
Five projects on "Energy Problems of the Pacific"
Project on "Aquaculture Potential for the Pacific"
Project on "Coping with Crisis: Reaction to Natural (or other types) of Disasters"
"Pacific Basin Food Security"
"Extended Maritime Jurisdictions and the Pacific"
"Ethnology of Communication in the Pacific"
"Issues of International Environmental Law Affecting the Ocean Resources of the Pacific Basin"
"Population policy in the Pacific Islands"

Pacific Community

Recent economic, technological and socio-political changes in the Pacific Basin have caused the nations of the region to acknowledge their growing interdependence and developing common interests. Increasing interest in the idea of the region as a Community. EWC Pacific Community Lecture Seminar (to be published): Ratu Mara; Kiyoshi Kojima; Gerando Sicat; Dean Rusk; Sir John Crawford; Honorable Alojandro Orfilo.

USA - NORTHWEST REGIONAL EDUCATIONAL LABORATORY

Other Educational Activities in the Pacific

UNESCO Lifelong Learning Consortium

Co-operative project with Singapore (and other countries) analysing samples of secondary school textbooks produced in their own countries to identify features facilitating lifelong learning.

Pacific Northwest International/Intercultural Education Consortium

A 23 member consortium of postsecondary institutions in the United States and Canada. Activities are in the areas of: development

FIGURE 5, p.8 : INSTITUTIONAL ACTIVITIES GIVING SUPPORT AND BREADTH TO PACIFIC INTERNATIONAL CURRICULUM

Other Educational Activities in the Pacific (contd)

Pacific Northwest International/Intercultural Education Consortium (contd)

of programs in international education, training of member faculty, sharing of resources and personnel, sponsoring of foreign study programs, materials development and dissemination. A major citizen education program is under way, with the first year focusing on faculty development in international understanding.

Pacific Basin Training Institute

A four-week summer institute conducted at NWREL with "back home" follow-up for educators from American Samoa, Guam, Commonwealth of the Northern Mariana Islands and the Federated States of Micronesia providing skill development in curriculum development, project management, community involvement and evaluation.

Bilingual Education Center

The Center assists educational agencies in the US Pacific Basin Territories which have significant numbers of children of limited English speaking ability through the training of staff in language identification and assessment, diagnostic and prescriptive programming, school-community relations, program implementation, and curriculum and material development.

Pacific Curriculum Development Projects

NWREL staff provide technical assistance to educators in the US Pacific Basin Territories in the development of curriculum which meets the identified needs of their particular settings. Examples include the Mathematics Improvement Project initiated by the Commonwealth of the Northern Marianas in 1979 to develop a comprehensive elementary mathematics curriculum; and the Guam Readers Project, carried out in 1970-74 with the Guam Department of Education to develop supplementary reading and language development materials for children in Grades 1-3.

Evaluation Technical Assistance Center

Educators in the US Pacific Basin Territories receive assistance in evaluating the effectiveness of compensatory education programs conducted for disadvantaged children, including application of effective educational evaluation models, selection and use of evaluation data collection instruments, and analysis, reporting and use of the results of evaluation.

Philippine Education Project

Technical assistance is provided to the Philippines Department of Education and Culture. Primary areas of assistance have been:
a) design and installation of a management information system
b) study tours
c) application of telecommunications in education.